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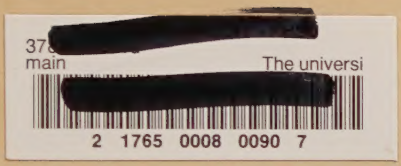

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LIBRARY OF THE

STUDIES IN ADULT EDUCATION

THE UNIVERSITY AFIELD

STUDIES IN ADULT EDUCATION

THESE five studies were undertaken in connection with the general efforts which the Carnegie Corporation is making toward improved education in the United States. The first four were made by investigators under the auspices of the Corporation, the fifth by a Commission of the American Library Association.

EDUCATIONAL OPPORTUNITIES FOR YOUNG WORKERS. *By Owen D. Evans.*

THE UNIVERSITY AFIELD. *By Alfred L. Hall-Quest.*

CORRESPONDENCE SCHOOLS, LYCEUMS, CHAUTAUQUAS. *By John S. Noffsinger.*

NEW SCHOOLS FOR OLDER STUDENTS. *By Nathaniel Peffer.*

LIBRARIES AND ADULT EDUCATION. *A Study by the American Library Association.*

THE MACMILLAN COMPANY

THE UNIVERSITY AFIELD

BY
ALFRED LAWRENCE HALL-QUEST

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PREFACE

PURPOSE AND METHOD OF THE INQUIRY

SOMEWHAT slowly there has come to the attention of students of education the fact that outside the usual agencies of public and higher education a mass of educational opportunities for adults has been growing to considerable proportions. In 1924 the Carnegie Corporation of New York instituted a study with the limited objectives of taking the dimensions of the mass and examining its surface. The present volume is an examination of the educational opportunities offered extramurally to adults by American universities in the field known as university extension.

Within this field it has been the author's aim to take a quick conspectus rather than to make a detailed examination. The sources of information have been the catalogues of extension divisions in forty-seven universities (most of them members of the National Association of University Extension), correspondence with extension directors, a considerable number of bulletins and other printed matter, interviews with a number of directors while visiting their universities and special reports prepared by extension directors in response to requests for information not supplied by university publications. In presenting these data no attempt has been made to go behind the records. They have not been gathered by independent research, nor has there been opportunity to

check them. They are given as of the official record. And since, as will be pointed out later, the records kept by extension divisions are themselves incomplete, unsubjected to critical analysis and, in the nature of things, not always objective, they must be regarded as the bases of conclusions subject to revision. Again, this is a general view, not a detailed examination. Generalizations will be made which are unfair to individual institutions. Each extension division has its own practices, each makes its own departures from the norm, some may make purely individual contributions. Failure to make specific mention of some of the latter will not be out of any desire to deny them recognition. It is imposed by the necessity of conforming to design and the limitation of space.

It is believed, however, that the present report, while far from a complete picture, is sufficiently accurate for the present purpose of the inquiry. In broad strokes it gives a sketch of university extension, its scope and many of its problems. For reasons that appear throughout the report special attention has been given to systematic instruction. Many lines of study have been pointed out, three of which appear urgent; but several of the others, listed at the close of each chapter, are sufficiently important for doctors' theses and cooperative investigation either by university extension directors or by an association resolved to engage in a prolonged investigation.

The author wishes to make sincere acknowledgment to all the directors of extension, to many university registrars and various members of the American Library Association for their generous cooperation. Without their assistance the report could not have been written. It is hoped that the directors will feel that the use made of the vast amount of material received from them has been sympathetic and just in the attempt to draw a preliminary sketch of university extension. Gratitude is

expressed also to Dr. William H. Kilpatrick, Dr. Thomas Briggs, Dr. George Strayer and Dr. J. Ralph McGauhey, all of Teachers College, Columbia University, for their many suggestions after reading parts of the manuscript.

Alfred L. Hall-Quest.

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CHAPTER ONE

THE DEVELOPMENT OF ADULT EDUCATION

A Tentative Definition

From time to time as American education has moved forward into larger territory and greater complexity of administration it has been necessary to introduce terms that would represent the new type of educational system. Familiar to us through long usage, in their beginnings such terms perhaps were only vaguely understood. In our own day "junior high school" and "junior college" lack clear definition not only among the laity but among educators as well. While the public in general understands the term, "elementary school," to many "secondary education" signifies something or other of lesser importance. "Higher education," likewise, is a foreign term to the man on the street. The complexity of educational aims and administration is responsible also for such rubrics as "rural education," "general education," "auxiliary education," "universal education," "vocational education," "classical education." Other forms of classification will come readily to the reader's mind. So complex is modern education and so lacking in uniformity the understanding of its terminology, that the National Society of College Teachers of Education is at present engaged in the important task of compiling a dictionary of educational terms whose definitions may be accepted as authoritative.

A comparatively recent newcomer among educational terms is that of "adult education." Its sharp definition depends in part on accepted meanings of both adult and education. Is the legal definition of adult, as one who has reached the age of twenty-one, to be used, or that of any individual who has completed the usual four years of a high school curriculum, at the modal age of eighteen years? The latter definition will be challenged by the advocates of the junior college, which comprehends the last two years of the high school and the first two years, or the first year, of college. If we accept Fiske's conception of human infancy as continuing well toward the age of thirty, if not beyond this period, the resulting definition of adult education will differ profoundly from that based on graduation from high school or the equivalence thereof.

Definitions of education are well-nigh legion in number. As already indicated, the complexity of aims and forms of administration determines the particular connotation that is employed. One's philosophy of life, whether individual or social, imposes delimitations that affect one's conception of education. Is education synonymous with schooling? If so, then only formal and systematic schemes of instruction can be considered educational. Is education identical with experience? If so, then living itself with its incidents and events, singly or in series, for good or ill, whether in school or out, must be viewed as education, for any act or series of acts performed by a living creature and resulting in his advance to a different point of view or in his employment of a different mode of self-expression perforce will justify the attribute educational.

The quite common confusion of change and progress in the interpretation of historical movements can easily lead one astray also in the understanding of education. Mere change, of course, does not necessarily involve prog-

ress or improvement. Living may revolve about a center of hereditary prejudice and, apart from natural physical development, leave the individual at death in a grave on the site where his cradle rocked, in mute symbolism of the meaning of his stark existence. Experience may or may not be educational. Its educational value depends on the range of improvement that it has provided for the individual or society.

Confusion results also from lack of awareness that among the terms "instruction," "information," and "training" are deep cleavages of meaning. None of these terms alone comprehends the true meaning of education. If instruction employs improper content and inadequate methods it falls short to that extent of being educational. Information alone may supply only pieces of knowledge but unless they are understood in the light of a large whole, of which they are parts, the individual will depend upon momentary needs of information rather than upon his ability to reason his way to knowledge. Mr. W. H. Draper in "University Extension" [1] quotes from an address by the Bishop of London, Dr. Temple, a well stated criticism of mere book knowledge:

"The instruction which a man gets out of books for himself without any guidance and without the contact of mind with mind which is given by a really able teacher is invariably defective; on one side or another it is sure to be ill put together and is almost certainly full of strange gaps and holes for which no examiner can ever account. It has the tendency—because a man is always reading with the view to examination and with a view to nothing else—it has the tendency to make the bare knowledge, without the cultivation of which knowledge ought to be the instrument, the be-all and end-all of the education that a man requires. He is led to fix his mind on being able to reproduce this book well; but to be able to reproduce a book is totally different from

[1] Cambridge Press, 1923.

having the same knowledge so imparted to the mind as to enter into the substance of it and to leaven the whole intellect. Where it penetrates a man through and through it produces one effect, but where it is simply stored up as it were in a sort of knowledge-box outside the man's own real intellect and merely fills up his memory, it is a very poor thing indeed by the side of the knowledge, or by the side of much less knowledge, which has really laid hold of the whole man. I constantly come across cases of this sort, men who have a very considerable amount of knowledge but nevertheless their knowledge seems to have done them as it were no good. It has not made different men of them; it has not in any way affected their character; they remain very much what they were before with the difference that they know something which previously they did not know. I do not undervalue the knowledge simply as knowledge; I do not say it is not excellent even of itself, and if you can get nothing else I should say by all means get that, if you can get nothing better. But I am always prepared to maintain that after all this falls very short of what a man ought to derive from thoroughly good instruction in any subject whatever it may be; he ought to have something more than so much additional knowledge whether of fact or of principles. And, you see sometimes men whose knowledge makes them almost one-sided; it seems as if the rest of their nature positively suffered because of the devotion of the mind simply to obtaining a knowledge of a particular subject. But experience seems to me to show that what is valuable in teaching is obtained from the contact —the direct contact—of the mind of the teacher with the mind of the learner, and I do not know how you can get that direct contact if you bid the learner go to his books and say: 'When you have mastered your books I will see whether you know them or not.' "

Again, training implies a rigid discipline, a severe conformity to certain rules and regulations, constant obedience to which will fit the individual into a pattern of behavior, such as military automatism or the strict application of rules in a subject such as mathematics. That

such a program of improvement may be soundly educational is not denied, but if it leaves the student nothing more than an imitator and one who obeys orders without opportunity for the development of initiative and the proper use of reason it fails by that much to encompass the full purpose and scope of genuine education.

The theory that education involves growth and that the latter signifies a total maturing of the individual, an ever increasing unfolding of capacity, has a wider compass than any of the foregoing. It comprehends all of them, at their best, but holds also that the educated person is one whose outlook is wider and insight deeper; whose disposition tends toward social expression for the common good; and whose knowledge and skill include flexible ideas, adjustable concepts and the quickening force of noble ideals. Such an individual is in the process of continuous growth. Each step forward affects his entire personality; his whole being advances. Information or instruction or training contributes in such an individual toward an expanding unity because he is properly stimulated to enlarge his point of view and to interpret the new against a broad and rich background. In other words, the educated individual has accumulated a treasury of meanings or concepts which impel him to move forward into larger areas of living.

The foregoing views of education may be epitomized in a single classification whose bearing on adult education through university extension will appear, it is hoped, more evident throughout the report; *the informational* is largely concerned with isolated facts which may be retained by a memoriter process or serve simply as means of recreation; *the instructional and disciplinary* depends upon systematic and logical organization of a body of knowledge and becomes the possession of the learner either by conformity to certain rules of reasoning or merely by strict adherence to definitions and rules which

are accepted without question; *the educational in the largest* sense is social in that it enlarges the entire personality and provides it with motives of social expression and thereby evolves in the individual intellectual and emotional attitudes that prompt him to think of himself and of life as an ever-expanding whole. Each new experience tends to project the individual into larger realms of understanding and appreciation. Education thus becomes a broadening and enriching process for the common good.

The definition of adult education, however, depends not only upon an understanding of its component terms. Other questions are involved. Does this form of education mean opportunities of improvement for adults (however defined) regardless of the level of such improvement? For example, when an adult pursues a course in elementary spelling or when he studies the course in arithmetic outlined for the intermediate grades of the public school, are these to be considered adult education? Or shall we confine the meaning to more advanced subjects, such as Latin, literature or engineering? The significance of this question will appear more clearly during the discussion of the meaning of university extension. Suffice for the present to call attention to the fact that according to the answer given the question above will or will not much if not all of the Americanization and citizenship class movement, especially in night schools, be included in the concept of adult education.

Agencies of Adult Education

The difficulty of formulating a satisfactory definition of adult education appears again when its various agencies or forms are considered. No complete list of these has been compiled, but many are well known: the

Chautauqua and Lyceum, Correspondence Schools, Forums, Public Libraries, Museums, Public Schools, Colleges, Universities, Normal Schools, Teachers Colleges, the Y.M.C.A., Y.W.C.A., K.C., Y.M.H.A., State Departments of Education, United States Bureau of Education, State Departments of Agriculture in cooperation with similar state departments, and the Workers' Education Movement of the American Federation of Labor. In addition to these are the many private enterprises offering instruction and training in music, dramatics, dancing, art, religion, social sciences, biological sciences, politics, etc. Less formal are the various educational departments of the American press, periodicals, publishing houses, and the endless output of individuals each of whom considers his philosophy of life a panacea for every human ill. Important, also, are the educational programs of moving picture producers and the contributions to current thought and feeling of the theatre. The educational possibilities of the phonograph and the radio are obvious. Finally must be added to the foregoing the educational efforts of commercial and industrial concerns, through class instruction and lectures; the Sunday School, and summer camps; and the far-reaching educational programs of foundations like the Rockefeller, Russell Sage, Commonwealth and Carnegie.

An Historical Sketch

Aid in formulating a definition of adult education can be gotten also from reviewing some of its history. There does not seem to be available a comprehensive and systematic record that traces scientifically the origins and growth of the movement as a whole. Inasmuch as the present report is concerned only with university extension a brief statement of its development alone will be given.

If we accept the often quoted remark of Mr. William Sewell, fellow and senior tutor of Exeter College, England, in 1850: "Though it may be impossible to bring the masses requiring education to the university may it not be possible to carry the university to them?" as representing the spirit of the adult education movement it will not be amiss to regard the ancient Greek custom of lecturing to the people on the street corners and other open places, the Areopagus for example, as one of the earliest forms of adult education. In Homeric times, adults, active in the affairs of life, were aroused by the itinerant teacher whose vivid narratives of Greek heroism intensified national life and tempered the steel of national character. Socrates taught in the market places. The more highly organized schools of philosophy were retreats for the mature.

Confining the sketch, however, to English and American university extension, W. H. Draper in University Extension, 1873-1923, supplies much detailed information. A definite beginning was made in England in response to Mr. Sewell's suggestion expressed in a pamphlet entitled, "Suggestions for the Extension of the University." A plan was proposed whereby the university and the town might cooperate in bringing the English university back to its original conception as a place where rich and poor alike would be admitted. The university in the middle ages was open practically to anyone who desired to enjoy its privileges of learning. Printing had not yet been invented and the university alone had the sources of knowledge. As wealthy students grew in numbers and in power, however, it became increasingly difficult for the poor to live among them and the university acquired the reputation of extending its welcome to the rich rather than to the poor.

The plan proposed at Exeter in 1850 did not materialize but in 1855 Lord Arthur Hervey published, in

response to a demand for a series of lectures at mechanics institutes, a lengthy argument entitled, "A Suggestion for Supplying the Literary, Scientific and Mechanics Institutes of Great Britain and Ireland with Lectures from the Universities." He recommended that courses of six lectures be given by "professors who might be called rural or circuit professors to be nominated by the university." The realization of this plan was frustrated by inadequate railroad service but sufficient interest was aroused so that systems of local examinations were introduced first for adults and later for young students.

According to Sir Michael Sadler, then secretary to the Oxford Delegacy for University Extension, the establishment of these local examinations at Oxford in 1857 and at Cambridge in 1858 provided media which subsequently made it possible for courses of lectures to be arranged in different centers under the supervision of either of these two universities.

Popular lectures given in series began in England by the efforts of Professor James Stuart, lecturer in Cambridge University. In response to a request from an association of women teachers, later known as the North of England Council for the Education of Women, he gave in 1867 eight lectures on the history of astronomy in Manchester, Liverpool, Sheffield and Leeds, eight in each place. Mr. Stuart's sympathetic response was due to his ambition, expressed a few months after taking his degree at the University of St. Andrews, Scotland, 1859, to remain at Cambridge and to endeavor to accomplish two things:

"First, to make the University lectures generally open to all the colleges, and of a more interesting type, and second, to establish a sort of peripatetic university, the professors of which would circulate among the big towns, and thus give a wider opportunity for receiving such teaching."

When other groups of women teachers made similar applications the "educational circuit" really began. The fact that such *extension lectures,* as they are now called, began in the interest of teachers has peculiar significance in the light of the present occupational status of university extension students, as can be seen in Chapter Five. The association of women teachers desired lectures on theory and methods. Mr. Stuart responded by showing how much theory and methods were used by him in his lectures.

With Professor Stuart [2] began also two practices that are considered essential in university extension work today, namely, *the printed syllabus and examinations.* Mr. Stuart's own description of the origin is of interest:

"I was anxious to make the lectures which I gave to the ladies as educational as possible, and, in consequence, at the first lecture I advised every pupil to make notes after each lecture, in the form of a syllabus or series of sentences, and I produced a syllabus of the first lecture in print, which I distributed, indicating the sort of thing which I thought they might expand. This was given to them at the end of the lectures. This was the origin of the syllabus which has always accompanied every University Extension lecture. It will be seen that it had a double object, first, to assist the pupils in taking notes, and, second, to assist them in following the lecture."

Amusing to the modern student is the objection made by Professor Stuart's women students to his giving them examinations. Mr. Stuart writes:

"I had circulated early in the autumn a letter amongst those intending to attend the lectures, suggesting several suitable books to be read, and stating that an opportunity would be given after the lecture for questions. But I found

[2] See Reminiscences by James Stuart, Chiswick Press, England. For private circulation.

that a considerable amount of excitement prevailed on the impropriety of a number of young ladies asking questions of, or being questioned by, a young man—so elementary were ideas at that time. I solved the difficulty by bringing to the first lecture three or four questions in print, which I distributed with the statement that if answers were sent to me by post, two clear days before the next lecture, I would then return them, corrected. Thus all the dangers attaching to personal intercourse would be avoided. I expected twenty or thirty answers, but from the four centers, which consisted of about six hundred pupils, I got about three hundred answers. I had a very hard time getting these corrected in readiness for the next lecture. But I got very valuable assistance from those replies, as I saw where my explanations had been insufficient. This was the origin of the questions which have since accompanied all University Extension lectures. The ladies took full advantage of their opportunities and certainly worked very hard, and were very much interested."

In the same year, 1867, extension lectures for men began in Mr. Stuart's response to an invitation given him to lecture before the employes of the Crewe railway works. Appropriately he chose the topic, Meteors, his lecture being given on the evening following the great meteoric shower of 1867. Over 1,500 people were in the audience and so popular was the lecture that Mr. Stuart was invited to give others. Again he agreed and gave the same series as he had offered the association of women teachers.

More formal class extension instruction began quite by accident, due to Professor Stuart's leaving some of his charts at the close of a lecture. During his absence many persons gathered to view the charts and to discuss the subjects they illustrated. Questions were asked among themselves and later presented to Professor Stuart during a lecture meeting.

After lecturing at Leeds, Liverpool, Manchester and

Sheffield Professor Stuart appealed, in 1871, to the University of Cambridge to adopt the scheme of university extension as he had developed it and to organize lecture as well as examination centers. In 1873 a syndicate, which had been appointed to investigate the matter, made a favorable report. In October the first courses of lectures under Cambridge University were given by three lecturers, all fellows of Trinity, in Nottingham, Derby and Leicester. The following term other lecturers were employed. The syndicate soon found that the experiment was successful enough to warrant the recommendation that extension lectures become a permanent policy. This was done and Mr. James Stuart remained as secretary in charge until 1875. In 1876 the London University Extension Society was founded and in 1878 Oxford adopted an extension program. From these two centers, Cambridge and Oxford, university extension spread to all the English universities and continues today to be an important function of these institutions.

The beginning of *traveling libraries* is recorded in the report of a Conference of Representatives of the Local Committees, held in the Examination Schools on April 20th and 21st, 1887. To Oxford belongs the credit for instituting this invaluable aid to extension teaching. The report gives the dimensions of the box in which the books were packed as 2 ft. by 1½ ft. by 7¼ inches. It was lined with leather and fitted with a sliding shelf and thus would serve as a book-case during the course of lectures.[3]

In America university extension can be traced to the American National Lyceum founded in 1831 and to the Chautauqua with its summer schools and Literary and Scientific Circle established in 1874, both of which organizations employed many of the features characteristic of university extension education. Lowell Institute of Boston and Peaboby Institute of Baltimore. representa-

[3] W. H. Draper, University Extension, 1873-1923, p. 38.

tive of the early Lyceum, were founded on the principles of university extension. The Debating Club and traveling library movements, likewise, were offshoots of the Lyceum as early as 1831 when grants were made by the Lyceum for "itinerant libraries."

Shortly after its founding the Chautauqua undertook correspondence study (in 1878). Already a part of the English extension system, such study was made possible through printed lectures sent to widely scattered students and accompanied by lists of questions.

The English university extension movement was first fully presented to American audiences by Professor Herbert B. Adams of Johns Hopkins University, who spoke on this subject before a regular meeting of the American Library Association in September, 1887. An immediate result was the beginning of extension work under the auspices of the public libraries in Buffalo, Chicago and St. Louis.

In January, 1888, Mr. Melvil Dewey, then librarian of Columbia University, addressed the Regents of the University of the State of New York and in July of the same year as well as one year later university convocations where he advocated the introduction of university extension teaching in connection with the work of the public libraries in New York. In 1890 a committee of New York colleges and universities urged the same board of regents to introduce university extension as part of the state system of education.

At this time, 1890, there was organized in Philadelphia the American Society for the Extension of University Teaching. Mr. George Henderson, its first secretary, was sent to England to study extension methods there. Upon his return one center was organized at Roxborough in connection with St. Timothy's Workingmen's Club and Institute, which already enjoyed an excellent hall and well-selected library. The subject chosen was chemis-

try. It is interesting that *both in England and America university extension began with lectures in the field of physical sciences.* Within the next six months twenty-three were under way.

The first state appropriation for university extension courses was made by New York in 1891, to the amount of $10,000. The sum, however, was applied to organization, printing and supervision only, through bulletins under the caption, Home Education, and through such media as extension teaching, study clubs, exchanges, traveling libraries, public libraries and library schools. The fund was not permitted to be used for extension lectures.

Early in 1891 a Society for the Extension of University Teaching was organized in Chicago with Professor Zueblin as secretary, but in 1892 it was disbanded because, in the meantime, the University of Chicago had included extension instruction in its university policy. It was in December of the same year, 1891, that a national congress in the interest of university extension convened in Philadelphia. Its annals record the fact that between 1887 and 1891, twenty-eight states and territories had organized extension work. The enthusiasm that naturally resulted from this progress, however, was short lived, for within the next fifteen years, i.e., between 1891 and 1906, several universities abandoned their extension activities and the movement was considered dead. The reasons for this will be discussed elsewhere in this chapter. Revivals and new departments began after 1906 as shown in the accompanying Table 1.

The preceding paragraphs have noted the facts that university extension both in England and America originated outside of the corporate university but sponsored by university people, the English system beginning with a university representative of Cambridge and the American with a representative of the Johns Hopkins Uni-

TABLE NO. 1 SHOWING DATES WHEN CORRESPONDENCE AND EXTENSION CLASS COURSES BEGAN IN UNIVERSITIES.*

Institution	Year	
	Correspondence	Extension Class
Alabama	1920	1919
Arizona	1915	1913
Arkansas	1919	
California	1913	1891-1892
Chicago	1892	
Colorado		1912
Columbia	1919	1903
Florida	1919	1919
Indiana		1912
Iowa State College	1913	1913
Iowa University	1918	
Kansas	1909	1891
Kentucky	1912	1912
Mass. Commission		1910
Boston U. Schl. Education		1918
Bos. & Harvard Coop. Plan		1922-1923
Mass. Dept. Education		1915
Michigan		1913
Minnesota		1909
Missouri	1910	1910
Nebraska	1909	
North Carolina	1914-1915	1919-1920
North Dakota	1910	1909
New York University		1908
Ohio State	Agri. only	
Oklahoma	1913	1917
Oregon	1907	1913
Penn. State College		1906
Penn. University		1913
University of Rochester		1916
Southern California		1924
South Carolina	None	None
South Dakota		1917
Syracuse		1920
Tennessee	1923	
Texas	1909	1909
Utah	1917	1917
Virginia	Being organized	1920-1921
State Col. of Wash.	1919	1918
Washington U. (St. L.)	None	1915
West Virginia Univ.		1916
Wisconsin		1906

*The foregoing list is incomplete and was compiled with considerable difficulty.

versity. In each instance an organization other than the university, though somewhat related thereto, initiated the movement, in England an association of women teachers; in America, an organization of workingmen in the public library. Both in England and in America the movement began as a response to public demand, and it is this fact that should be borne in mind in any attempt to define and to evaluate this form of education.

From the brief sketch just given it can be seen that university extension, or adult education through university extension, consisted first of lecture series on scientific subjects, these developing quite by accident into classes, the instruction being guided in part by means of syllabi and examinations, later developments including bulletins, study clubs, exchanges, traveling libraries and other activities of the public library. As will be seen throughout this report, these continue to be factors in university extension.

One is impressed with the purpose that controlled these various agencies and media. They were avowedly educational through the imparting of information (as in Mr. Sewell's lectures on astronomy) and instructional as provided not only through class discussions but home-study by means of bulletins and syllabi the mastery of whose material was aided by means of searching and suggestive questions. Adult education was conceived of in the terms of information, recreation and instruction. That such instruction sustained throughout a number of class meetings and the consideration of questions included also the elements of training is probable. To what extent the lectures and study were educational and social in their results cannot be considered here. It is apparent that the educational content and method were formal and systematic and that in responding to public demand the university merely extended itself without any notable revision of its organization of subjects and possibly with

only a modicum of adaptation of method to the mental level of its adult students. The university did go to the masses, and in this sense responded to public demand, but it compelled the masses to adapt themselves to university standards, without opportunity for the gradual adjustment to university modes of thought difficult enough even for those constantly studying within its walls and even more difficult for adults unless they have gained preliminary training in adopting university points of view. One may rightly suspect that the fifteen lean years following the enthusiasm of 1891 in America came partly as a result of this attitude on the part of the universities. Among the criticisms in publications during those fifteen years that of Miss Agnes Repplier, to wit, that university extension offered "the second-rate at second hand," may have struck close to the mark, if by "second-rate" she meant content too academic and by "second-hand" that the extension lecturer employed before his mixed and untrained audiences a method that represented the university but not adapted to the needs of the extension student.

It is not the purpose of the present inquiry to dwell on a critical study of the historical development of university extension. What has been said has interest only to help define adult education as the term is used in guiding the discussions throughout the report.

The Tentative Definition Stated

From the foregoing three lines of suggestion it will be possible to evolve a tentative definition of adult education through university extension. The history of the movement indicates that it has emphasized information and systematic schooling for adults in fields of somewhat advanced subject matter, the latter being organized as in university courses and taught by university instructors

using various devices such as syllabi, examinations, bulletins and discussions, the latter being provided for at lecture and class meetings. Demand for such courses was voiced in formal requests first by the women teachers of England, but others among the large group of workers claimed the rights of their forbears to admission to the privileges of university learning. In this country the Lyceum and the Chautauqua pointed the way to the possibilities of introducing the adult to various fields of higher learning and the public library early caught the vision of becoming an educational institution by similar means. The universities in time heard the call and responded with their available offerings, hoping to meet public demand with the same type of subject matter that it required of its campus students. The adult's demand for education was interpreted to mean that he desired not knowledge of subjects interesting to him for reasons of his own, but the kind of knowledge that the universities considered worth while. In this connection Mr. Draper writes pertinently:

"Universities have not only grown up and come to stay, but have been indisputably accepted as necessities of human life. They are like gardens within walls, and a fragrance comes over the walls and is wafted into the world beyond; and there arises in the world a desire for more of that from which the fragrance comes, more knowledge, more fellowship in the pursuit of knowledge, and more of that ethical grace which is found to accompany fellowship in the pursuit of knowledge, when that fellowship is sustained in the spirit that men have seen manifested in the best periods of the Universities already existing."

Long accustomed to guiding inexperienced youth in how it must live and learn, the universities considered it their duty to deal with experienced adults in a similar manner. Commenting on university extension meth-

odology, Professor Moulton said, when university extension had lost its momentum, that, "as dealing with people who work for the most part under difficulties," the method must be "more rigorously thorough and not less." In other words the university conceived of adult education as essentially a regimen of intellectual training and that anything less than this was in the language of Professor Palmer "cheapening" and "educational insincerity."

To what degree this earlier attitude prevails today may appear throughout this report. Suffice for the present to draw together the lines of analysis into a tentative definition of adult education. In the final chapter it may be possible to offer a fuller and perhaps more adequate conception based on university extension education as now administered.

Adult education through university extension seeks to provide adults of any age, who have not pursued all or part of a university curriculum or who, having had a part, desire to continue such a curriculum into more advanced subjects, opportunity for intellectual improvement at such time and place as approximate the adults' convenience, such opportunity being dependent on the university's type of instructor and his organization of the subject, the latter differing but little, if at all, from that required of intramural students.

PROBLEMS FOR FULLER INVESTIGATION

1. The aims of adult education in the light of philosophy of education, sociology and economics.
2. The history of American University Extension up to the present.
3. The history of adult education from ancient times to the present.
4. Compilation of source material dealing with the concept of adult education.
5. Analysis of the differences between adult and adolescent education.

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CHAPTER TWO

THE SCOPE OF UNIVERSITY EXTENSION—ITS PURPOSE

THE NEED of supplementing the tentative definition of adult education that closed the preceding chapter immediately becomes evident with the study of current university extension. Years of plenty have followed those of leaner growth. A comparatively narrow range of course offerings has expanded into a multitude of activities controlled by far-reaching purposes. Occasional and individual extramural instruction by members of university faculties has developed into separate departments or divisions with directors in charge and in some institutions with distinct extension faculties, as at the University of Wisconsin and the University of North Carolina. Rather sharply defined purposes and aims dominate the activities of the numerous extension divisions, and in the statements of these purposes one finds the elements of a broader conception of the university's attitude toward adult education. This chapter will consider several of these purposes, the reservation being taken for granted that they are not always fulfilled in action.

Anticipating the summarized analysis of university extension service, detailed study of which appears in Chapter Three, and confining the present chapter to the purposes that control two of the major lines of service, namely correspondence or home study and formal extension class study, the purposes of each of these will be

reviewed. In the Appendix appear several quotations from university catalogues and other sources.

Correspondence or Home Study

1. *Types of Persons to be Served.* There is general agreement among directors of university extension that correspondence courses should aim to reach isolated students, teachers, housewives, business men, persons seeking to prepare themselves for university entrance examinations, workingmen needing general or specialized training for vocational advancement, ministers and Bible students, parents who need guidance in dealing wisely with their children or who are eager to help them advance in their school work, candidates for the A.B. degree, high-school non-graduates, farmers, mechanics, home-builders, the large class of people who are interested in agricultural work of one kind or another, store, business, office employes, shop men, prospective students of law and medicine, and forward looking men and women in every walk and relation of life, men too old to go to school, and club women with social, political and cultural interests. Significant is the statement from Columbia University, for example, that its courses are open to those mentally capable of but financially hindered from pursuing continuous campus programs of study.

2. *Kinds of Special Courses.* The purpose is to help all classes of skilled workingmen who need general or specialized training for vocational advancement and to provide them with opportunities and advantages of standard university tutelage. In so doing it is not intended that correspondence courses shall in any way compete with existing agencies but rather cooperate with and supplement them. This vocational interest is evident especially at the University of California and Wisconsin but is not neglected in the other institutions.

3. *General Results.* The hope is expressed at the University of Arkansas, for example, that home study courses will "bring training to the unskilled, mental stimulus to the discouraged, knowledge to the student and cultural values to those that are in search of them." By such means the University of Kentucky seeks the "solution of problems that touch the thought and hope of the community in general and local affairs alike." It desires to keep in "closer coordination with the daily life of the people so as to help forward every movement that shall make for their usefulness, their welfare and their happiness."

Designed for adults who are educating themselves and being considered part of the educational system of the State, the universities believe that, in addition to the outcomes referred to, correspondence courses will arouse many to continue their education by means of resident campus study.

Extension Class Study

The statements of purpose dominating extension class courses are in the main similar to the foregoing. In a few instances, however, narrower aims are stated:

1. *Types of Persons to be Served.* The range is practically the same as for the correspondence courses, the Harvard-Boston classes, however, being designed to improve the public school teachers, those at Lowell Institute to introduce foremen to the principles of applied science, and those at New York University to equip the business woman, as well as to provide broad and specific training for business men and teachers, these institutions illustrating the purposes of extension class courses also in other institutions.

2. *Specific Types of Courses.* These cover a wide area of interests. For example, at the University of North

Carolina the purpose in the College of Agriculture is "to carry its teachings to the people of the farms through personal instruction, bulletins and practical demonstrations in agricultural production and such economic problems as marketing, distribution and utilization of farm products." Its short intensive courses for physicians is another illustration of specific purpose. The University of Pennsylvania seeks to serve young men so that they can better meet higher business demands. Again, these two institutions illustrate the purposes in many others.

3. *General Results.* Indiana University, for example, believes that extension class study will result in "well-rounded minds capable of appreciating the fine and beautiful." The student will have at his disposal a fund of information much of which he probably never could have discovered for himself, thereby being better fitted to cope with political, social and economic problems, and to form more intelligent opinions and in general to give evidence of good citizenship. The advantages of coming in contact with trained minds, and of being stimulated through such fellowship to choose worth-while careers with increased efficiency and augmented earning power, are also referred to.

More concretely, the University of Wisconsin strives to give its students information on child welfare, public health, wholesome recreation, better citizenship and general civic improvement as well as skill in the branches they select. The University of Nebraska conceives of its Extension Service as an opportunity to investigate all problems—"artistic, literary, historical, social, industrial, moral, political, educational, problems in sanitation, city lighting, sewerage, banking, crisis, money, divorce." Many of the universities include the aims of these two institutions.

Summary of Purposes

From the foregoing paragraphs it is clear that university extension directors regard their divisions as belonging to all classes of citizens desiring the kind of education that the university provides. More than this, the purpose of university extension includes cooperation with individuals and communities in the solution of problems that do not depend necessarily on systematic instruction. It is believed by some of the directors, and one may assume that they speak for their colleagues, that education outside of the university will bring to the adult vocational skill, intellectual outlets and outlook, wider knowledge and those intangible outcomes called cultural values, each or all of these benefits possibly arousing sufficient interest to lead the student to become a member of the campus university and enjoy the advantages of prolonged study in an atmosphere of research and reflection. Through the enjoyment of such opportunities the university will enable adults to choose more worth-while careers with resulting increase of efficiency and in many instances of augmented earning power. More useful and more contented citizens will be developed through such education.

Its Purpose as Stated in the Proceedings of the National University Extension Association, 1924

There is something subtly caustic in the belief of the Association's president that university faculties have in the main become persuaded that "people who work for a living and cannot devote their whole time to education may also be endowed with brains, capacity and a taste for knowledge." Such people, it is believed, have in mind one or more of three possible objects in seeking

enrollment in extension courses. 1. They may desire vocational or professional skill. The ever pressing economic motive impels them to seek knowledge. 2. Others are driven by "sublimated curiosity" into courses where their particular interest can be satisfied. 3. A third group hunger and thirst after culture, "an enlargement of life," "the spiritual exaltation and satisfaction which comes with the expansion of powers."

In the report of the Proceedings are references to President Harper's conviction that extension service is essential to the building up of the university; and to the judgment of President Van Hise that the enormous amount of research in universities should have its results widely reported, interpreted and applied for the "incalculable benefits to humanity," this by implication being possible most easily through extension channels.

According to President Birge the really significant step forward in university service lies in "the application of knowledge to concrete problems of every day affairs." The university is a clearing house, not a cloister. University extension is much wider in meaning than the "enlargement of university teaching, of individual opportunity."

A new note is struck in the statement that the meaning of university extension "is much wider than the enlargement of university teaching and of individual opportunity." The university is conceived of as a clearing house through which the benefits of scholarly research may reach every citizen of the state either through formal educational channels or by means less formal and less systematic. Education is defined by implication as broader than schooling. It is believed that by whatever means within its resources the university should seek to promote human welfare by guiding the citizen to apply knowledge to the concrete problems of everyday life. In other words, the university, as here conceived, brings to

the adult not merely its store of knowledge, but its cooperation in adapting this knowledge to the individual's and the community's needs. The individual is not required wholly to conform to the university's system of instruction but instead of, or in addition to such conformity, the university seeks, as far as possible, to adapt its system of education to the problems of the individual and of the community.

Its Purpose as Conceived by the British Education Committee

The report of the Adult Education Committee in England prepared at the request of the Workers' Educational Committee,[1] although having in mind a phase of adult education not covered by the present inquiry, contains elements that will help us to a tentative understanding of university extension.

The report refers to twin motives that impel men and women to seek education, one of these being fuller personal development, the other being partly social in the sense that education will help them to understand and aid in the solution of the common problems of human society. This large social purpose makes it imperative that "facilities for adult education . . . be regarded as permanently essential, whatever developments there may be in the education of children and adolescents. . . . That adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood, but that adult education is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong." Because adult education is founded on permanent needs

[1] Arthur Greenwood, "The Education of the Citizen." Published by the National Adult School Union, London, 1920.

which are not and indeed cannot be met by elementary and adolescent education, opportunities for the continual education of the individual, whatever his age and social status, should be generously provided.

Anticipating one of the most important aspects of the philosophy of adult education, namely that of educational method, the report refers to the probability that adult education differs from other aspects of education "because of the greater sense of responsibility of the students, the motives which lie behind their desire for education, the peculiar contribution which they bring to their studies—a contribution which is the result of experience." One of these differences lies in the need of adult education being largely self-determinative. An adult class must be a self-governing community. Discussion and interchange of experience must play a prominent part in the class meetings. "Freedom of teaching and freedom of discussion are fundamental in adult education. Controversial studies cannot be ruled out, for their exclusion would cut the heart out of the social impulse which has been so largely responsible for the growing demand for adult education." In this connection the report records the view that "the basis of discrimination between education and propaganda is not the particular opinions held by the teachers or the students, but the intellectual competence and quality of the former and the seriousness and continuity of study of the latter."

Elsewhere in the report are discussed curricular problems, references to which will be found in Chapter Four, where courses of study in American university extension are considered.

Summary of Purposes and Aims

The meaning of university extension in the light of the foregoing purposes appears to be a form of higher education, both cultural and vocational, that seeks to

acquaint the adult, with or without previous education, with the presence and solution of problems of individual and social significance in the hope that thereby individuals and communities may profit by the ever-increasing resources of scholarship and in the application thereof acquire higher standards of citizenship. University Extension seeks to conserve the mental capacity of those who under kinder economic opportunities might have attended institutions of higher learning and reaped the rewards of trained intelligence. Consistent with the purpose of sound education in any form, this type aims to stimulate citizens to independent thinking by supplying the materials that thinking can employ, materials fresh from the laboratories and seminaries of research. For this reason the need of freedom of teaching and freedom of discussion is obvious.

Of peculiar significance is the point of view that university extension need not imply a criticism of the ineffectiveness of campus teaching. The latter cannot in full measure anticipate the needs of the student when broader experience will make him aware of new problems and his newly discovered lack of equipment to solve them. University extension is not a corrective of earlier education, but supplementary thereto. Soundly progressive living depends upon a constantly and rightly stimulated and adequately controlled intelligence. Mere experience is inadequate. How to interpret and profit by living are all essential. How to attract certain kinds of experience and prevent other kinds is one of the purposes of education on whatever level it is provided. A citizenry that is constantly fitting itself to meet the demands of new conditions of living and that can intelligently exercise initiative in changing a rather rigid environment needs opportunities of enlightenment and inspiration. These become possible through university extension.

Comparing the summarized views of directors of university extension and others interested in its effective service with the tentative definition of adult education in the preceding chapter, it is clear that a broader purpose now dominates this form of education. Necessarily limited in scope during its early years, university extension now aims to offer the adult not merely short series of lectures and brief courses of instruction but supervised learning by any means within the university's capacity. The vocational aim has become prominent. Informal guidance in community betterment is offered in lieu of or in addition to systematic instruction. The university strives to inform the adult concerning the results of research and to direct him in the application of these results. Through more or less highly organized extension divisions the university projects practically all of its learning into the state and offers to the adult who works or who enjoys leisure prolonged contact with higher education under conditions that do not seriously disturb his program of gaining a livelihood or of fulfilling various social obligations. The intention is that the university shall serve the state not merely with systematic instruction through lectures and class meetings but through correspondence or home-study as well. Extension service is thought of very largely in terms of any contribution that the university can make to human welfare. It is this latter point of view that introduces a challenging concept and that increases the difficulty of formulating a clean cut definition of adult education. In Chapter Three it will be seen to what extent the university applies its present conception of adult education.

PROBLEMS FOR FULLER INVESTIGATION

1. Historical and comparative study of university extension education, as distinguished from other forms of adult education.
2. Sociological factors affecting and effecting university extension.
3. The citizens' own conception of their needs and purposes.

4. Fuller study of current views on university extension education for the purpose of evolving a philosophy of university extension education.
5. Analysis of the differences between adult and adolescent education.

APPENDIX

SOURCE MATERIAL ON THE MEANING OF UNIVERSITY EXTENSION

1. Its Purposes as Stated by Directors of Extension

a. *Home Study through Correspondence*

University of Alabama. Attention is called to the fact that the number of students doing correspondence study work in American institutions of higher learning now runs into hundreds of thousands. Nothing is more significant. The adult wishes to pursue his education. . . . The work of the correspondence study department is not designed to compete with any existing agencies, but is designed to cooperate with them and supplement them. . . . Correspondence study is designed for adults who are educating themselves.

University of Arizona. In accord with the policy of making the University of Arizona of maximum service to the people, correspondence courses are offered at a nominal fee in a number of subjects, thus allowing the isolated student, the teacher, the housewife and the business man the opportunity and advantage of pursuing studies under university tutelage and for university credit, at home and in his spare hours.

University of Arkansas. The practical and cultural value of correspondence study needs no argument to support it. . . . Many of those who do not go to college . . . are finding in university instruction by correspondence a means of meeting professional and cultural needs which might all their lives have gone unfilled. The results which correspondence instruction has accomplished in bringing training to the unskilled, mental stimulus to the discouraged, knowledge to the student and cultural values to those in search of them are incalculable.

University of California. Through the wide range of University of California correspondence instruction, an opportunity for improvement is given to every adult person who will devote part of his spare time to reading and study. The courses have been particularly valuable to graduates of colleges and universities, who desired to continue their studies, to teachers and to persons who were fulfilling the requirements for teachers' credentials, to business and professional men and women who wished to extend their knowledge within chosen fields or to broaden themselves by entering new fields of study, to housewives remote from educational centers who needed an intellectual stimulus, to university students who took advantage of courses not available in the residence curricula, to persons who were preparing themselves for university entrance examinations, and to workingmen who found either general or specialized training necessary for vocational advancement.

University of Chicago. These courses are designed not only for those who are interested in a general education, but also for those who wish to study further some particular subject. They appeal, therefore, to students who have been forced to drop out, of high school or college, to grammar and high school teachers who cannot leave their positions, to instructors in higher institutions who desire guidance in their special fields, to professional and business men who wish to supplement their training, to ministers and Bible students who desire to know how to use the Scriptures better, to parents who are uncertain how to deal wisely with their children or who are eager to help them advance in their school work, and to forward-looking men and women in every walk and relation of life.

University of Colorado. The courses . . . are planned to be of service to the following groups of people:

1. Men and women who have never had the advantage of an education and yet realize that it is never too late to make a beginning. For these students, the special non-credit courses, listed on the following pages of this bulletin, have been arranged.
2. High school students who have not, for some reason, the desired number of credits for college entrance and are anxious to make up the deficiency.

3. High school graduates who are unable to attend the university directly after graduation and yet, in the hope that they may some day do so, do not wish to fall behind their class.
4. Regular university students who, for financial or other reasons, have been forced to leave school for a time and are desirous of continuing their university work.
5. Teachers who are working for a higher certificate; or who wish to keep in touch with the developments and research in their particular line of work.

Columbia University. In every community there are individuals who have been compelled to postpone or to abandon their academic career but who are reluctant to drop study entirely.

The untrained man or the man with only experience to guide him sees how much more rapidly his co-worker with a broader education is progressing.

The possessor of a college diploma, whose activities since undergraduate days have necessarily been specialized, discovers that the world of knowledge has advanced considerably since that time. He realizes that the need of educational development increases as he grows older and that he must continue to study or he will be left behind.

The successful business or professional man feels a growing sense of responsibility to the community and he decides that he must prepare himself for wider activities.

The busy mother and home-maker comes to the time when she may enjoy some of the desirable things she has sacrificed for a higher duty.

There remain great numbers of people who, though qualified to take advantage of these opportunities, are unable to come to the university. That is why the university has gone to them. Home study courses are offered with the knowledge that under carefully regulated conditions, instruction of university grade can be given in absentia.

Results have proved conclusively that this method of university instruction is practical. No educational institution is doing its full duty if it fails to give the public every opportunity for education. The public is determined to drink at the springs of learning and it should be given pure water. Columbia takes pride in being a university that does

not hesitate to undertake this task with all the energies and resources at its disposal.

Indiana University. It is well fitted to the needs of several classes of people:

a. Candidates for A.B. degree. Those who wish to commence or to continue work in university subjects, for the purpose of securing the degree of Bachelor of Arts.
b. High school graduates. Those who, having finished the high school, feel the need of further education in general or in special lines, but who do not wish a degree.
c. High school non-graduates. Those who, never having completed the high school requirements for graduation, feel the desire and the necessity for further education in high school subjects or in such college subjects as interest them.
d. Teachers. Those who need university credit to count toward their certificates.
e. Business men. Professional and business men who wish to supplement their training.
f. Men and women in general. Those who are fully occupied with other work but who wish to keep up with the advancement of knowledge without regard to their previous training.

University of Kansas. A great many of those who drop out (of public education) are fully capable, so far as mental equipment goes, of mastering a college education. . . . The Bureau of Correspondence Study . . . has been organized with the needs of such persons in mind. . . . The university belongs to the people. It is their institution, supported by public taxation. It is bound to return the largest possible dividends of service for their support. Under this conception of its mission, it is necessary for the university to go to the people, if the people cannot come to the university. . . . This work will be particularly helpful to the following classes:

1. Students preparing for college or professional schools.
2. College students who are unable to pursue continuous residence study.
3. Grammar and high school teachers who cannot avail themselves of residence instruction.
4. Teachers and others who have had a partial college course and wish to work along some special line.

5. Professional and business men who wish to supplement their training.
6. Teachers in country schools who have had little or no normal school work and no college training.
7. Men too old to go to school who find a need for more knowledge in their own professions.
8. Club women who wish to pursue a systematic line of study.
9. That great class of people who are fully occupied with making a living but who also wish to keep up with the advancement of knowledge and who strongly desire to bring into their lives the element of culture.

The hearty support which the department has received from the people of Kansas is an indication of the need of such a plan of home education.

University of Kentucky. One object of this department is to provide at the smallest possible expense and in the most practical manner the highest type of education possible to the citizens of the Commonwealth who are unable to attend educational institutions. It is believed that the University of Kentucky should be in close relationship with the homes of the state to the end that any citizen may feel free to call upon the University for any assistance which the Institution can render.

The University . . . has decided to supplement classroom instruction by correspondence methods and hopes thereby to be able to reach a helping hand to every citizen, to the end that it may give help to farmer, to mechanic, to business man, to professional man, employer and employee, to teacher, student, home-builder, and housekeeper—indeed to all who must play their parts in the future well-being of the Commonwealth.

In pursuance of this purpose, the University hopes and plans to go even further than this in its efforts to be of service to the public and invites opportunity to interest itself in the solution of problems that touch the thought and home of the community in general and local affairs alike. It desires thereby to keep itself in closer coordination with the daily life of the people, that it may assist in some measure in the forwarding of every movement that shall make for their usefulness, their welfare and their happiness.

The courses outlined herewith have been arranged with

one purpose in view, and only one—that of real service; and just so far as the hearty cooperation of those interested in higher education, either student or teacher, shall be extended to it, shall its hopes be realized and its service justified.

University of Minnesota. The University offers a plan of practical instruction whereby preparatory, vocational and collegiate training is made available to those who of necessity must devote a part of their time to other duties and hence cannot attend classes. Teaching by correspondence thus has become a part of the state educational system and has broadened it so that it now makes education possible to every person who is willing to make the effort to get it.

University of Nebraska. The purpose of university extension work is to give all persons who are unable to attend school an opportunity through correspondence study to investigate all problems—artistic, literary, historical, social, industrial, moral, political, educational; problems in sanitation, city lighting, sewerage, banking, crises, money, divorce—in fine, all problems that may concern the citizens of Nebraska.

University work, therefore, appeals to the following classes of people: (1) rural, grade, and high school teachers who cannot avail themselves of resident instruction: (2) students preparing for college: (3) college students who are unable to pursue continuous resident study: (4) teachers and others who have a partial college course and wish to work along some special line: (4) instructors in higher institutions who wish to study some advanced subject and desire assistance in that study: (6) professional and business men who wish technical information: (7) ministers and Bible students who wish to study the sacred scriptures from a literary standpoint: (8) all who desire a broader knowledge or a more thorough and comprehensive scholarship.

University of North Carolina. To those who desire to study for degrees or teachers' certificates, for cultural or vocational purposes, the correspondence study method offers an excellent opportunity. . . . It is not the purpose of correspondence study to discourage study in residence. On the contrary, it is believed that many who thus become interested in continuing their education will be led to avail themselves of resident study.

Ohio State University. The purpose of the correspondence courses is to offer to farmers particularly but also to all persons interested in agricultural and home subjects an opportunity to obtain some definite information pertaining to the subjects. . . . They have been prepared to meet the needs of that large class of people who are interested in agricultural work of one kind or another but who cannot conveniently secure such material in any other manner.

University of Oregon. Correspondence courses are offered for the benefit of persons in any community in the state who would like to study at home under the direction of the University. More definitely, these courses are designed to meet the requirements of the following groups:

1. Persons not in residence at the University who desire to take courses entitling them to university credit.
2. Persons who desire to take courses necessary to satisfy the entrance requirements for the University.
3. Persons who for any reason desire to pursue studies under competent supervision, without any reference to university credit or entrance requirements.

Penn State College. In every community throughout the state there are large numbers of men and women who desire practical instruction along the lines of their everyday work. Although most of these people have sufficient interest and ambition to devote a part of their time to home study, the high cost or general character of most correspondence courses has not appealed to them.

Realizing this need on the part of store, business and office employes, the Department of Engineering Extension . . . has arranged to give home instruction by correspondence, for the purpose of aiding young men and women to advance in the various business pursuits. . . . All instruction and problems apply directly to the individual's everyday work and form the foundation upon which to build a business career.

Since these courses have been prepared especially for shop men, they begin with the most simple problem and may be taken by any man of reasonable intelligence regardless of his previous education. Even those men who were forced to leave school during their early boyhood days will find the lessons so elementary at the beginning as to be

followed without difficulty. Only practical shop problems are treated so that the progress from these early lessons to the advanced ones is very rapid.

University of Texas. To the following types of students correspondence courses should make especial appeal:

1. Graduates of accredited schools, who, though forced by necessity into money-earning labor, and unable to attend college, desire to continue their education beyond high school training.
2. Graduates of non-accredited schools, who, upon presenting satisfactory evidence of their fitness to do the work, may be permitted to take courses by correspondence. The acceptance of such students does not imply that the University will remit any of its admission requirements for resident students, even though the applicants make satisfactory records in the correspondence work.
3. Teachers who desire to raise their certificates to a higher grade by preparing for the state examination and others who feel the need of more thorough training and knowledge in the branches they teach.
4. Prospective students of law and medicine who are unable to attend the University to secure the academic credits which are prerequisite to entrance to the School of Law at Austin and the School of Medicine at Galveston, and wish to make up this work by means of correspondence courses and summer session courses while carrying on their outside work.
5. College students, who, for financial or other reasons, have been forced to drop out of attendance for a time and desire to continue their college work.
6. Isolated persons who are out of reach of good lectures and libraries and who yet wish the advantages and contact with educational institutions.
7. Any citizen of mature age may apply for correspondence courses, and unless the preparation is totally inadequate such applicants will be given an opportunity to test their ability to do the work. The responsibility rests with the applicant, however, and in no case will the fee be refunded after the course is once underway.

b. *Extension Classes*

University of California. The purpose of university extension is to assist men and women who are not in attendance at the University but who desire to carry on study under the University direction. Among such persons are business men and women who wish to increase their professional skill and to revise and extend their knowledge of a chosen field; graduates of schools, colleges and universities who desire to continue their studies; teachers preparing to meet demands for certain special subjects; students not in residence at the University who wish to make up deficiencies before entering the regular session; and all others who are interested in study either for the sake of culture or practical results.

Indiana University. The following ten statements are given as reasons why high school graduates not going to college should, upon graduation, enroll in university extension classes:

1. People who are really progressive continue to be students all their lives. University extension offers an opportunity for systematic study in one's home community.
2. University extension offers an opportunity to high school graduates to do work which has great practical value in case they never go to college and which will count toward graduation if they later decide to take a college degree.
3. University extension courses often develop a desire to go to college on the part of students who had given up all thought of a college career, and college trained men and women will be the leaders in coming years.
4. University extension helps develop well-rounded minds, capable of appreciating the fine and beautiful. They have great cultural value.
5. University extension courses place funds of information in the hands of the student—information which he might never discover if left to his own devices, and which would take much more of his time and effort if he undertook to discover it alone.
6. Many university extension courses deal with the political, social and economic problems of the present day and enable the students to develop more intelligent opinions.

7. Good citizenship is promoted by university extension courses through the mental and moral stimuli applied by the college trained men and women who offer such instruction.
8. University extension brings students into contact with trained minds—the minds of men and women who are specialists in their respective fields. This is a real advantage in the present age of specialized training and activity.
9. Through university extension a student who has graduated from high school without deciding on a life work is often enabled to "find himself" and discover the work for which his ability best suits him.
10. Many university extension courses add immediately and directly to the student's efficiency and earning power.

Harvard-Boston University. It is true in a sense that the purpose of this instruction is to offer such courses to teachers as will enable them to earn a professional degree. This means serious work of university grade. In a deeper sense, however, it will be the special purpose of these extension courses to enable the teachers to improve their everyday teaching. So far as possible, accordingly, those particular courses will be offered which teachers need from time to time. And it will be the endeavor to connect the instruction with the teachers' problems. This will be accomplished mainly through group and grade conference.

Lowell Institute. We have heard a great deal of late years of captains of industry; but the efficiency of the industrial art depends, in a very large measure, and probably to a constantly increasing extent, upon the capacity of its non-commissioned officers,—in other words, upon the foremen. These men receive the same education today as the ordinary mechanic, and it has been thought that it would be a great benefit to the community at large if they could have some instruction in the principles of applied science, so that they might understand more thoroughly the work they are superintending, and be ready to apply improvement. It is felt, also, that a better educated class of foremen would be a benefit to the community socially, as an intermediary class between the employer and engineer, on the one hand, and the workmen on the other. To attempt, however, to train young men separately for the position of foremen would be,

under the existing organization of labor, an impossibility. The foremen must continue, for the present, at least, to be promoted from among the workmen. In giving them such an education as is desired, therefore, it is necessary to take men who are already working at their trade; and hence instruction can be given to them only in the evening.

With this object it was decided to substitute for the advanced courses hitherto given by the Lowell Institute under the auspices of the Institute of Technology, an evening "School for Industrial Foremen," open, free of charge, to young men who are ambitious and well fitted to profit by the instruction; the term "foremen" being used in its broad meaning.

University of Michigan. Purpose. The Extension Division of the University of Michigan was organized to meet what was believed to be a demand on the part of the commonwealth for such forms of public service as may legitimately be rendered by a state university. It is generally recognized today that the functions of a university include at least three definite lines of endeavor; its first duty is to teach thoroughly and well the students upon its campus; second, to foster, as well as may be, the spirit of research on the part of the members of its various faculties; and third, to render to the state at large such public service as may lie within its power. The idea of university extension is not new; indeed, some types of extension work have been in vogue for a hundred years or more, both in the United States and abroad. It is only within comparatively recent times, however, that university extension, as offered by the state universities, has begun to take on definite form and character, both with reference to content and administration.

New York University. As far as possible courses are selected to meet the demands made upon the Institute. Students are not asked to adjust themselves to a curriculum, but the curriculum is made for the student. With this idea in mind, the trustees of the Institute have planned groups of courses which will be helpful not only to business men but will be of particular value to the business woman. The Institute wishes to assist young people in every way possible and is ready to advise, plan courses and help the successful student secure a position.

The Engineering Section was established for the purpose of assisting persons employed during the day to secure an engineering education by evening study. Courses in mathematics, physics, chemistry, engineering, and other subjects are conducted evenings and Saturday afternoons, from October to June.

Two classifications of students are recognized:

1. Those who merely desire to take certain subjects that are of immediate interest to them.
2. Those who desire to pursue one of the prescribed courses for the purpose of securing one of the degrees offered.

The Institute of Education of New York University has been established to provide professional training for teachers and others engaged in educational service throughout the United States.

Ohio State University. The Agricultural Extension Service of the Ohio State University carries the teachings of the College of Agriculture to the people of the farms, through personal instruction, bulletins and practical demonstrations in agriculture and home economics. The purpose of this service is not only to deal with agricultural production but also with economic problems, including marketing, distribution, and utilization of farm products. In order to be of the most service to the largest number of people, the Agricultural Extension Service is organized along lines which have been found by experience best to meet the needs of the people.

The object of the work is to make farming more profitable and farm life more satisfying. If this is done all citizens of the state and nation will be benefited because in a prosperous community agriculture is the basis on which all trade and industry is built.

University of Pennsylvania. The detailed technique of a business cannot be acquired in a university, but the fundamental principles underlying every business activity find their place in well organized courses of study. The principles of Accounting, Finance, Banking, Insurance, Real Estate, Business Law, Salesmanship and Advertising have been formulated and can be taught and studied. Moreover, present-day circumstances require a broader knowledge than experience alone can give. Specialization has so confined

each employe to a narrow round of routine duties as to prevent a knowledge of the larger and more complicated commercial relations. If this larger view is ever to be attained through practice alone, it must be at the cost of years of difficult and laborious experience.

The University is not alone in its recognition of the necessity for advanced instruction in business principles. A constantly growing number of corporations and firms are advising and even urging their employes to obtain a college training, either before entering upon their employment, or contemporaneously therewith. The policy of the Extension School, therefore, is to give thoroughly, and as rapidly as possible, such training as is calculated to meet the higher business demands.

Syracuse University. Adult education has come to occupy a place of vastly increased importance in the American educational system within the last few years. The time has passed when it was considered that education could properly end when one entered upon the serious responsibilities of life. People of intelligence have come to realize that business or professional advancement requires the taking advantage of opportunities for continued education.

University extension divisions are an outgrowth of the recognition on the part of the universities of their obligations to meet this newer demand for service. They are offering courses at such times and places as will best meet the needs of those who are not served by other divisions of universities.

The School of Extension Teaching of Syracuse University aims to extend the facilities of the University to those who, while wishing to avail themselves of advantages offered by university study, are not in a position to enter upon a full-time course leading to a degree.

University of Virginia. The purpose of the extension courses offered in Richmond by the University of Virginia is to bring the advantages of university classroom instruction to the citizens of Richmond, thus offering them a limited amount of university training at home.

These extension classes should appeal, first, to men and women who have only a limited amount of time for study and who wish to pursue subjects of college or university grade solely for their cultural value; second, to business or

professional men and women who realize the value of a college training as a vocational asset; third, to properly qualified persons who wish to work toward an academic degree; fourth, teachers in public schools who desire to renew their certificates or receive degree credit.

Washington University. Adult education has assumed an enormously increased importance in the last ten years. The time was when the majority of men and women took it for granted that when they left school to take up the serious responsibilities of life, whether as a graduate of the grades at fourteen years or of the high schools at eighteen years or of the colleges at twenty-one or twenty-two years, their education was "finished." People of intelligence now realize that closed education means limited opportunities and closed careers and that to progress they must continue to learn either by their own efforts or by taking advantage of such opportunities as are offered by educational institutions.

These extension courses attract two distinct classes of students: (a) those who desire to pursue some definite course of study, either with a view to advancement in their professions or with the intention of qualifying themselves for future academic recognition; and (b) those who, without reference to an academic degree, wish to avail themselves of the opportunity afforded in special and general subjects in which they are interested.

A third group of students which the Division of University Extension did not originally have in mind but which now forms a very considerable proportion of those taking extension courses is made up of graduates of colleges and professional schools who find in extension courses, and particularly in those offered at night, an opportunity to supplement their education by taking courses along other lines than those to which they devoted themselves during their college careers. A fourth class is made up of persons of leisure who wish to keep up their intellectual interests.

University of Wisconsin. In its general purpose, university extension represents the broadest possible scope of educational effort. It is the potential instrument through which the University may be made to serve the interests of every individual citizen. Primarily, it aims to meet the needs of those whose educational advantages have been limited. At

the other extreme, it seeks to afford opportunity to the highly trained expert to extend his technical studies. Back of these activities lies the essential purpose to make the constantly expanding resources of the university available to the whole community.

As carried on by the University of Wisconsin, the University Extension Division aims specifically at three things: first, to furnish opportunity for technical or vocational studies, both to those whose vocational training has been limited and to those who wish to advance further along the line of their special studies; second, through home-study courses, local classes and the like, to carry the cultural advantages of higher education to those who are unable to go to the university; and third, to meet various community needs by furnishing information and helpful suggestions on such matters as child-welfare, public health, wholesome recreation, better citizenship and general civic improvement.

2. Its Purposes as stated in the Proceedings of the National University Extension Association, 1924.

In his presidential address before this association at its meeting in Madison, Wisconsin, May, 1924, Professor Richard R. Price, Director of University Extension at the University of Minnesota said in part:

"It is no longer necessary in most institutions to persuade reluctant members of the faculty and administrative officers that people who work for a living and cannot devote their whole time to education may also be endowed with brains, capacity and a taste for knowledge. It is no longer necessary to combat the medieval fetish that there is something sacred about daytime hours as far as classroom work is concerned, and that there is something diabolically unholy and uncanny about hours after dark, that make them unfit for the use of a classroom teacher. Most of these obstacles have been overcome."

"According to my experience the adult seeking University Extension courses has in mind one or more of three possible objects to be attained through the medium of these courses." These Professor Price classifies as:

1. Desire "to acquire vocational or professional skill, training or proficiency leading to economic improvement or to professional advancement or to betterment of social and voca-

tional status. This is an economic motive; that is, the desire to improve one's economic condition by obtaining more skill, more knowledge, more ability."

2. Another large class he finds is actuated by "sublimated curiosity, a craving to know, an interest in things in general. Through courses in science, art, literature, philosophy, mathematics, history, these people seek an acquaintance with the nature, history and the development of man, his institutions and the world in which he lives."

3. A third group is moved by "desire for culture. . . . They aspire to enlargement of life, to the growth of appreciation and discrimination and capacity, to the enhancement of the joy and vigor of living. . . . They are not so much interested in economic improvement or in the mere craving to know as they are in the spiritual exaltation and satisfaction which comes with the expansion of powers."

"All classes of people in all stages of preparation would find somewhere under the direction of some agency the opportunity for pursuing education after the days of the conventional or regular schooling are over. Here lies the opportunity and the field of work not only for University Extension Divisions, but also for the Y. M. C. A., the Knights of Columbus, the Public Library, the Women's Clubs, the Parent-Teacher Associations and other similar organizations."

In his paper on the Field and Scope of University Extension Dr. Louis E. Reber, recently Dean of University Extension, University of Wisconsin, quotes from the inaugural address of President Harper of the University of Chicago:

"To provide instruction for those who for social or economic reasons cannot attend in its classrooms is a legitimate part of the work of every university. To make no efforts in this direction is to neglect a promising opportunity—for building up the University itself, and at the same time to fall short of performing a duty which from the very necessities of the case is incumbent upon the University."

He cites the declaration of President Van Hise, late of the University of Wisconsin, "that a university shall do that for which it is the best fitted instrument, and with this declaration came words which called the attention of the educational world to the fact that stores of knowledge are accumulating in university plants and other research centers far beyond the assimilation of the people, and that incalculable benefits to humanity would be derived from their interpretation and dis-

semination for use in the promotion of many forms of social and economic welfare. These words opened visions for still further and even wider departures from custom in the possibilities of university service."

Reference was made in Dean Reber's address also to remarks by President Birge of the University of Wisconsin. Two principles of university extension are referred to: "The first looks at it as an enlargement of university teaching, of individual opportunity. The other point of view is fundamentally different. It involves the application of knowledge to concrete problems of everyday affairs. In this sense university extension is a far wider and more fundamental thing than this older significance. No one who can read the signs of the times can fail to see that President Van Hise broke the way into a new and great field of university work. The life and work of universities the country over have been permanently changed and enlarged and the change has only begun to manifest its effects.

CHAPTER THREE

THE SCOPE OF UNIVERSITY EXTENSION—ACTIVITIES

IMPORTANT as are the various purposes considered in the preceding chapter, a clearer picture of what university extension implies is found by examining the kinds of service that it seeks to render to adults. Hints of the scope of this service appear among the statements of purposes. We have seen that the universities consider it their duty to serve the state in whatever capacity that the institutions' resources can meet the adults' demands for improvement. Such demands are of necessity numerous and varied in modern complex society. Popular education has slowly raised the standards of individual and civic efficiency. Each step forward brings the individual and the community to the realization of new wants. Improved methods of farming are not only dependent on the results of scientific research in agriculture but in turn these methods compel the farmer to study their meaning. From the resulting financial advantages he improves his living conditions and immediately finds that again he faces the need of learning how to adapt himself to the new social environment thus made possible. The teacher soon learns that efficiency in her calling depends very largely upon her knowledge of the latest advances in the profession of teaching. A taste of classical studies creates hunger for more among those devoted to an appreciation of fine literature. The mechanic soon learns that promotions depend upon keener skill and a broader

background by means of which he may acquire ideas. Thus each adult as he learns the lesson of experience, that his growth depends to a high degree upon his own initiative, seeks the opportunities that education provides to this end. If, therefore, an institution aims to serve all classes of individuals it is clear that the demands made upon it for instruction alone will be of broad variety.

With the coming of multitudes of inventions has taken place complete revolution in customs. The community today differs vastly from that of early New England and further removed periods because more convenient means of living have given to the individual more leisure and different interests. But with the passing of old problems there have arisen others upon whose solution individual and community welfare depend. Civilization not only solves but makes us aware of problems. Many of these are social, because modern society has increased its wants and elaborated the means of supplying them. The stress and strain of modern living makes it imperative that close attention be given to hygiene and physical education. A shorter work day makes the proper use of leisure a question important for community safety and individual development. Teaching people how to solve some of the problems that face a growing community cannot be ignored.

These are only samples of social needs which especially state universities feel they must attempt to meet because they are supported by taxes and belong to the state. There can be no question about the urgency of many of these needs and the ability and desirability of the university to meet them. Success in doing so depends upon results of scholarly research and the latter is largely confined to the institutions of higher learning. Having created a vehicle for the extension of its resources, it is not surprising that most, if not all, of the university's

extramural service, whatever its form and content, should be conveyed to the state through this vehicle.

That the universities interpret their purpose to serve all classes of individuals in terms of a bewildering list of activities will be evident from the reading of this chapter. Bearing in mind that one aim of this report is to present a concept of adult education, we shall have to determine in what sense these activities are educational. Are they informational, instructional or educational and social? Concerning some of them there will be no confusion of meaning. Many, however, will elude clear-cut classification. That such a differentiation has more than theoretical interest will be evident when it is recognized that many extension divisions devote considerable time and sums of money to activities whose educational value may be doubtful. The mere fact that an educational institution renders various kinds of service to the state does not justify the conclusion that all of these activities are essentially educational. Or, granting that all of them are intended to be educational, the outcome of the intention may be questioned. Likewise, there may be degrees of educational value among the extension activities. Furthermore, the value of this service to the individual or the community need not depreciate if one feels justified in discounting its importance as a means of education. Discriminating interest in these activities will suggest which ones among them deserve to be continued and developed as the university's contributions to the adult education movement.

The Range of Activities

A glance through the list of extension activities appearing in this chapter, albeit incomplete, will suffice to make convincing the conclusion that the universities are fully committed to extending their resources of edu-

cation and welfare not only throughout the respective states but across state lines to the nation as a whole. By means of various types of courses (given in detail in Chapter Four) general and technical information, educational and cultural guidance, individuals and groups are served in almost every conceivable manner. Not only is the state regarded as a campus but its resources are tapped, as ore from the mine, and returned to the state in the form of knowledge that gives impetus to community and personal improvement. Important as are the benefits in material gain, the university gives equal attention to the physical and mental welfare of the citizens by means of medical and social guidance in clinics, forums, lyceums, concerts, camps, community centers of various kinds. Its library reaches into the state's remote corners. Clubs and individuals receive study-outlines and programs. Public schools are given supervision; their pupils, guidance and inspiration; their patrons and supporters supervision toward better cooperation with the school authorities. The university withholds from the adults of the state practically nothing that it offers on the campus or achieves in its laboratories. In one form or another its resources are made available for those who need and desire them.

Notable Emphases

Among these many activities, aside from the course offerings to be considered in the next chapter, several tendencies seem evident:

1. *Vocational service,* especially in agriculture and engineering, is stressed. The Colleges of Agriculture, as departments of the university or as independent institutions, are untiring in their efforts to bring to the farmer the results of agricultural investigations and to supervise him while he applies new principles of farming. Similar

interest on the part of Colleges of Engineering brings to various industries and public utilities the results of up-to-the-minute research. By means of institutes, demonstrations, literature and exhibits, a vast amount of information and not a little instruction is supplied.

2. *The improvement of rural home life* is given equal emphasis through home economics agencies. The advantages of scientific food and artistic clothing preparation, ways and means of beautifying the home, labor-saving devices and methods of housekeeping are shown through conferences, home demonstrations, exhibits, institutes and literature.

3. *Child and general welfare* is given close attention, the conservation of health being one of the outstanding contributions that the universities have made and are making to the state. Medical and dental clinics, supervised play, first aid and sick room methods and directed athletics supply a wealth of information and supervision.

4. *Civic improvement*, likewise, is a goal of the university's efforts. Through various forms of community center activities with programs and forums where subjects are discussed by faculty members and by local citizens, ways and means of arousing community respect and cooperation are explained and demonstrated through actual participation by the citizens themselves.

5. *Public school improvement* is given careful supervision in various ways, especially in states with state universities. Inasmuch as the university is the apex of public education such supervision is logical. Many of the activities referred to affect the public school but apart from the university's interest in debating and public discussion leagues, in parent-teacher associations, in school contests of sundry kinds, have wholesome effect on the school patrons, young and old, and make possible a considerable amount of educational information.

Detailed Description of University Extension Activities

I. *Systematic Group Instruction.* The inquiry to date has found that among forty-one universities and colleges offering extension courses eight different types of organization are available:

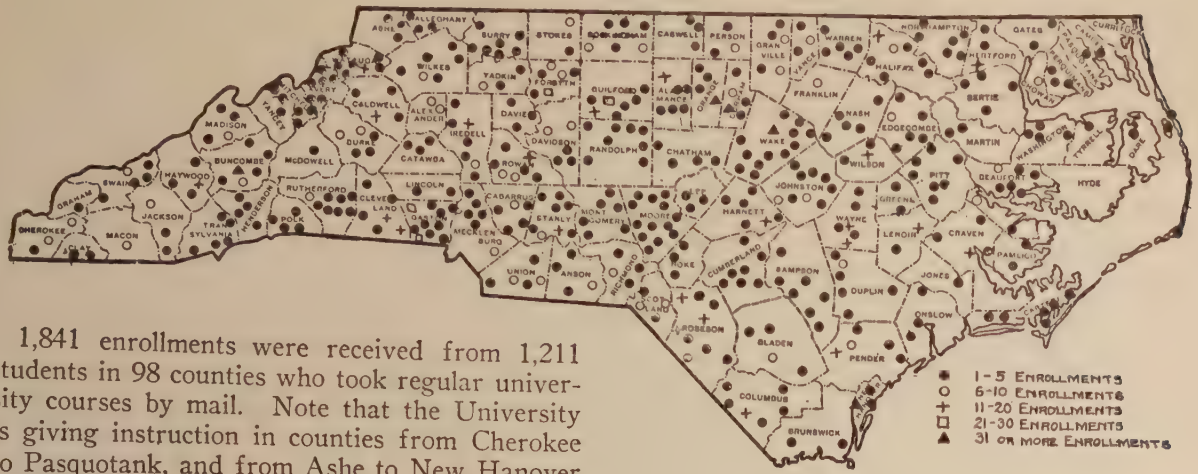
1. *Extra-local centers.* By this term is meant centers outside of the community where the college or university is located. Three types of organization are employed:
   a. *Extension classes.* Taught by a representative of the university faculty.
   b. *Cooperative University Extension.* (1) The School of Education at N. Y. University, for example, gives credit toward various degrees and toward entrance requirements for work done during the summer school at Chautauqua, N. Y. (2) Teachers College, Columbia University, cooperates with the University of Paris in offering graduate courses in French toward the M.A. degree.
   c. *Foreign Tours.* New York University announced a summer cruise July 1st to August 22nd, 1925, through Norway and Mediterranean countries, each student working on some topic for which university credit was to be received. The University of Pittsburgh engages in similar activities; also the University of South Carolina. The National University Extension Association has appointed a committee to study university travel courses.
2. *Late afternoon and evening classes.* These are held either on the campus or elsewhere in the center where the university is located.
3. *Schools for Scout Masters.* The University of Nebraska, for example, seeks to prepare competent leadership for the Boy Scout Movement by training scout masters and has conducted successful schools in Lincoln and Omaha.
4. *Schools for Athletic Coaches.* The University of Ne-

braska, for example, holds such schools at Lincoln in connection with important athletic events and at such points in the state as are most convenient for the school authorities. Similar courses are given by Mercer University in the South.

5. *School for the Deaf and Dumb.* The University of Florida has recently added such programs.
6. *Schools for Social Workers.* Courses in ways and means of adjusting personal relationships are offered by the Massachusetts Department of Education for men and women.
7. *Citizenship Schools.* Called also Institutes, these schools are groups of courses given by the University of Nebraska and many other universities, for the purpose of giving voters information in economics, legislation, the machinery of politics, and social problems, thereby, it is hoped, making them more intelligent voters.
8. *Citizen Military Extension.* Citizen Military Camps. The University of Florida has given special attention to this kind of public service. The University cooperates with the War Department "in signing up eligible young men to attend these camps where physical training, sanitation, diet and health, religious activities and wholesome recreation are provided, as well as instruction and discipline in obedience, respect for law and authority and established institutions of society, cleanliness, neatness, promptness, courtesy, consideration, loyalty, self-reliance, cooperation and a democratic feeling toward fellow-men so necessary to business and professional life."

   For admission to the camps during the summer of 1924 twelve hundred applications were received from Florida boys between the ages of seventeen and twenty-four. Although military training is compulsory it does not involve future obligations. In connection with these camps there are County Civilian Aides, C.M.T.C. Clubs, High School C.M.T.C. Essay Contests, C.M.T.C. Attendance Contests, and Bulletin and Information Service. The work has been endorsed by General Pershing and Major General David C. Shanks.

Fig. No. 1.—Showing area of service by Bureau of Correspondence Instruction at University of North Carolina, 1922-1924.



1,841 enrollments were received from 1,211 students in 98 counties who took regular university courses by mail. Note that the University is giving instruction in counties from Cherokee to Pasquotank, and from Ashe to New Hanover—the far corners of the State.

18,407 written lesson assignments were received from students by the Division and corrected by members of the faculty.

72 different courses in 15 departments are now available and are listed and described in the Correspondence Instruction Catalogue.

By means of such organizations as the foregoing, university extension divisions offer courses in liberal arts subjects, industrial and engineering subjects (the latter including electric motormen's courses offered by the universities of Florida and Wisconsin), high school subjects, various fields of graduate study (both cultural and professional, the post-graduate courses in medicine at the University of Michigan being examples), commerce and business, home economics, education (including training programs for public school teachers, Sunday School teachers—at Syracuse University in cooperation with the Onondaga Council of Religious Education through the Community Board of Religious Education, the program being three years in length—and industrial teachers), and agriculture. At Penn State College, for example, the foremen's training program has become one of the major activities. More than a thousand foremen are in training in thirty centers. All these groups receive lecture service by faculty and officials of local companies.

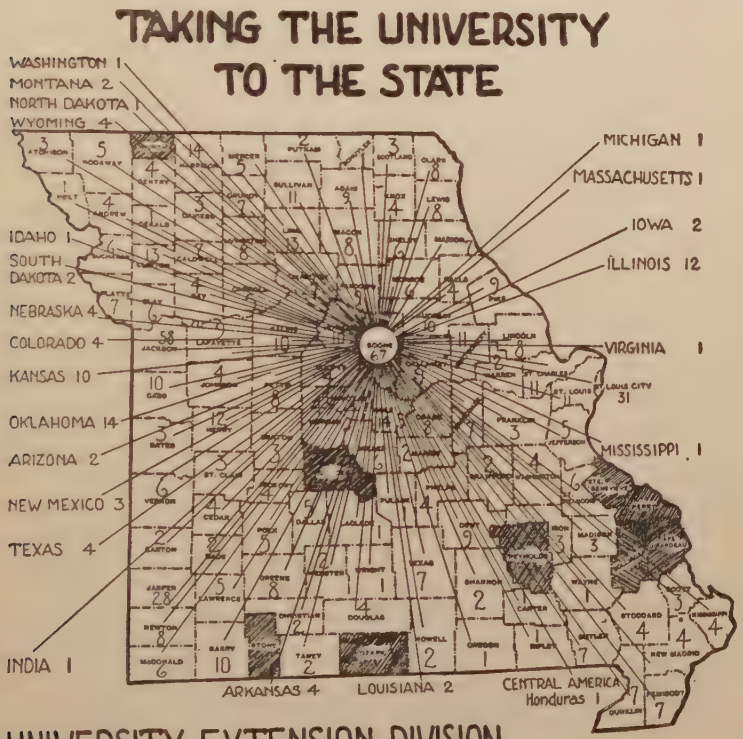
II. *Systematic Individual Instruction.* Through correspondence or home study courses the universities provide instruction in practically all of the subjects offered on the campus. Much attention is given to vocational courses, especially at California and Wisconsin.

III. *General and Technical Information.* In this field several kinds of service are sponsored by the universities:

1. *Municipal Reference Bureau.* Through this agency information concerning elections, elective plants, parks, ordinances, taxation, franchises, sewers, roads, heating plants is supplied, the universities of Kansas, Michigan, Minnesota, South Carolina, North Carolina, Tennessee, Texas and Wisconsin making special mention thereof. At Minnesota the League of Minnesota Municipalities with a membership of 120 communities has held four conventions where a large variety of municipal activities were discussed.

2. *Correspondence with University Faculty Members.* Inquiries from citizens interested in a large variety of questions are given personal attention by members of the university faculties.

FIG. No. 2.—Showing area of Correspondence Courses by University of Missouri, 1924-1925.



3. *Publications by the University.* News letters and especially bulletins are supplied in rich quantities, the present inquiry to date covering the publications by the universities of California, Florida, Arizona, Kansas, North

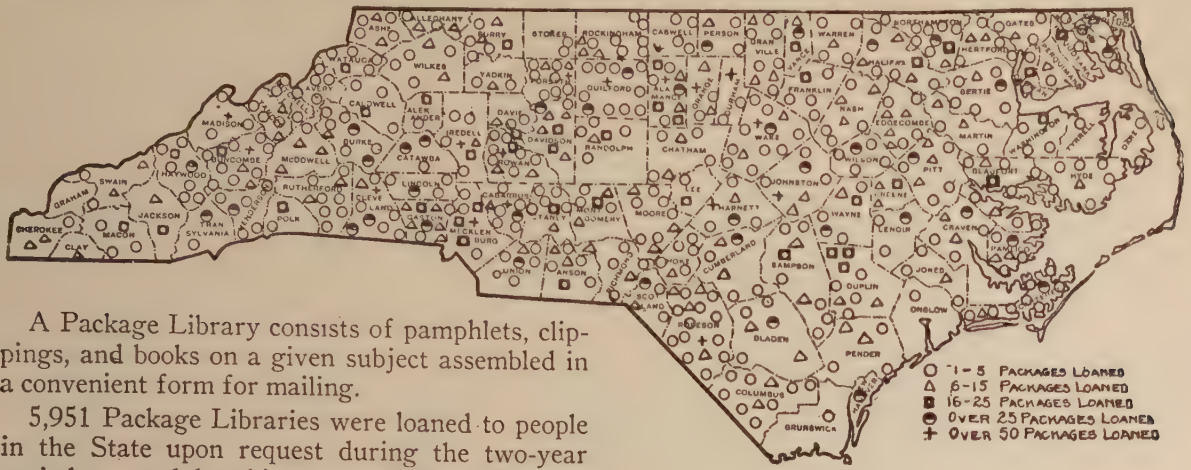
Carolina, Nebraska, Ohio State University, Texas, Utah, Virginia, Wisconsin, South Carolina.

4. *Library Service.* Eight lines of activity in this field are included in the university's extension service.
   a. Loans of books and periodicals to individuals.
   b. Packet libraries to clubs and schools, for extension classes and for debating societies in public schools.
   c. General information on practically all subjects represented in the library.
   d. Distribution of clippings.
   e. Supplying of bibliographies, locating of rare books, aiding physicians and industrial concerns engaged in research.
   f. Loans to other libraries, usually for two weeks, the borrower paying transportation charges both ways.
   g. Transcripts and abstracts of articles, by photostat, copies made of passages, maps, charts, articles at moderate cost.
   h. Special bulletins, including lists of books available for loans.

While the foregoing range is noteworthy especially at the University of Michigan, attention to such service is marked at the universities of Wisconsin, Arizona, Kansas, South Carolina, Indiana, Southern Califorina, Colorado, Nebraska, Penn State College, Tennessee, Florida, Oregon and Texas. The importance of such activities is stated by the University of Michigan as follows:

"The University Library is maintained for two general purposes. First, and primarily, its function is to serve the faculty and students of the university. Secondarily, it serves as a reference library for the people of the entire state, in the sense that its resources are placed at the service of those citizens who desire to carry on research work, those who are engaged in the learned professions or those who are seeking special information which cannot be obtained from the local libraries. The Library Administration seeks in every way possible to render both to the university and the state, the largest measure

Fig. No. 3.—Showing area of Library Extension Service of the University of North Carolina during 1922-1924.



A Package Library consists of pamphlets, clippings, and books on a given subject assembled in a convenient form for mailing.

5,951 Package Libraries were loaned to people in the State upon request during the two-year period covered by this report. These Package Libraries were made up of 23,091 pieces (books and pamphlets), and went to 564 communities distributed as shown in the above map.

The Package Library Service reached every county in the State except one.

of service commensurate with its present equipment and faculties."

IV. *Informal Individual Culture and Employment.* This includes:

1. Guidance in individual reading, as stated in a special announcement by Indiana University.
2. Guidance in reading-circle courses, noted by the universities of Arkansas, South Carolina, Indiana, Colorado, Florida and Oregon.
3. Employment service, maintained by many of the universities and referred to by the University of Tennessee as affording "opportunity for the organizations in the State that may be in need of peculiarly trained individuals to secure the services of specialists suited to their needs." It is, however, doubtful that such service should be grouped under extension activities.

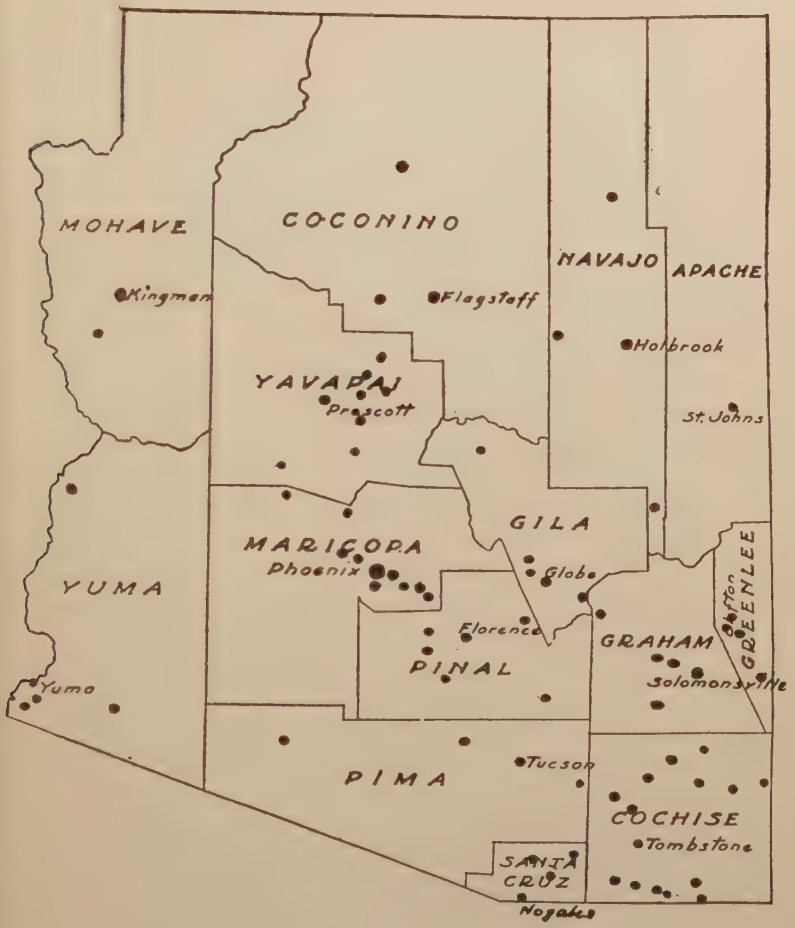
V. *Community Culture and Utility Service.* Not less than twenty different kinds of projects are furthered by the universities in their desire to aid especially the rural communities:

1. *Agricultural Extension.* Four divisions of this have been especially developed:
   a. *County agricultural agencies.* The nature of this activity is fully described by the United States Department of Agriculture.[1] The following is a brief abstract:

      The county agricultural agent is the local extension representative of the State College of Agriculture and United States Department of Agriculture, and the local people wherever extension work is carried on cooperatively. He is responsible to the extension division of the State agricultural college which guides and directs his work, this being financed largely from

[1] Method and Results of Cooperative Extension Work by H. W. Hochbaum, Department Circular 316, May, 1924.

Fig. No. 4.—Showing area of University Library Service by the University of Arizona, 1920-1922.



PLACES REACHED BY UNIVERSITY LIBRARY 1920-1922

Ajo, Alto, Benson, Bisbee, Bonita, Bowie, Canille, Casa Grande, Chandler, Clarkdale, Clifton, Cochise, Congress Junction, Cornville, Dos Cabezos, Douglas, Duncan, Elgin, Flagstaff, Florence, Gadsden, Gilbert, Glendale, Globe, Grand Canyon, Ho brook, Fort Huachuca, Humboldt, Inspiration, Jerome, Keams Canyon, Kingman, Laveen, Light, McNeal, Mesa, Metcalf, Miami, Morenci, Nogales, Oatman, Ocotillo, Pantano, Paradise, Parker, Patagonia, Payson, Peoria, Phoenix, Ray, Rice, Sacaton, Safford, St. David, St. Johns, San Carlos, San Pedro, Shultz, Silverbell, Somerton, Tempe, Thatcher, Toltec, Tombstone, Verde, Warren, Wellton, White River, Wickenburg, Willcox, Williams, Winslow, Yuma. **Total 73.**

public funds. As a public official he works with all organizations and not for any one.

The duties of the agent are largely advisory. There were reported by 2,160 county agricultural agents a total of 2,619,644 personal calls at their offices or an average of 1,213 per agent for the year 1921. The office is a logical center and clearing house for the many movements that aim to redirect and improve rural life and work. Just as many projects in the city depend upon the chamber of commerce for support, so in the rural districts the approval and support of a county agricultural agent are sought.

Selective rather than general assistance has been found most effective. Intensive studies of farming and country life conditions enable the agent to diagnose the existing problems and ills. Problems well within the scope of extension work are selected and their significance and method of solution presented to the people. By this attitude rural leadership is organized. A clear cut program of study and work is outlined and followed. The agent organizes the program cooperatively, is responsible for its progressive application through well directed local leadership. The program needs to extend beyond agricultural work alone and include the entire farm family with its large range of problems.

The purpose of making programs of study is stated to be four-fold:

(1) interesting the local people most effectively in the aims, ideals and methods of extension work and therefore stimulating wider and more active support to it;

(2) teaching the people to recognize problems, to think of them as problems that need to be solved by the community and to accept responsibility and leadership in solving them;

(3) developing cooperatively a unified program of extension that will meet the larger needs of both the farm and the home;

(4) finding by cooperative means the local needs, conditions and practices which may greatly modily contemplated work.

The agent as a teacher is emphasized. It is important to do more than carry information to the people. "The problem of the extension teacher is to study the people, to understand not only their local problems but their habits and thoughts and the psychological factors that influence their actions and reactions. There is need for far greater study of the conditions and factors that influence or prevent the adoption of practices, and far greater attention should be given to the problems of teaching practices in contrast to teaching subject matter." The agent's problem is "to so modify and apply the subject matter teaching that the largest possible number of people are led to adopt definite practices."

The agents have begun to feel that demonstrations in terms of single practices should largely displace principles. There must, however, be recognized also the periods or steps by which the learner reaches conclusions and accepts the practice that may be recommended, such steps as securing interest and attention, winning confidence and desire and stimulating decision and action being most important. In the light of these steps the agent's job resolves itself into a selling proposition. The agent needs to study the farmer's habits, thoughts, practices, conditions and problems in a systematic fashion much as a salesman needs to study similar aspects of his desired customers.

The methods employed by the agent are listed as being demonstrations, demonstration meetings, tours, general meetings, motion pictures, records, project leaders and local teachers, campaigns, publicity, charts and exhibits.

Not of least importance is the supervision of county agricultural agents by means of programs based on

the analysis of each agent's work; and the section on training for county agent work.

During the second semester of the year 1921-1922 an undergraduate course in agricultural extension methods was given in California to a class of more than thirty students. The history, methods and administration of extension work were considered. Four of the students are now employed as assistant county agricultural agents in California, their efficiency showing them to be of greater service than other men of similar age and training who graduated from the same college but did not take a course in extension methods. The state director of extension writes: "This experience has warranted us in giving more time and attention to this and other courses in extension methods that later may be organized." Ohio State University is one example of many institutions that give considerable attention to county agricultural agency work.

b. *Boys and girls club work.* This type of service cannot strictly be called adult education and therefore detailed statements concerning its scope and methods are omitted. The influence of the club movement, however, on the young and older adult can be inferred from the fact that, in 1922, 600,957 boys and girls were enrolled in this form of junior extension work, of which number 123,599 completed the work in the leading farm and club activities during 1922. Indirectly this form of extension service merits a place in the adult education movement, for it has been found, writes the Department of Agriculture,[2] that "parents in turn become interested in the practices demonstrated with the result that gradually methods of farming and home making are improved and farm and home life made more satisfactory." "Through junior extension work, the attention of rural young people is focused upon the activities of

[2] Boys and Girls Club Work, 1922. by Gertrude L. Warren, Department of Agriculture Circular 312, July, 1924, p. 7.

the community as a whole, and their best efforts are enlisted. Community consciousness is aroused leading to the development of community responsibility and citizenship on the part of girls and boys as well as adults. Farm home life is made more comfortable and the social life of the community richer and more enjoyable. Home and farm practices of the community as a whole are improved and leadership developed in a large measure through such activities as club tours, exhibits at community, county and state fairs, achievement days and public demonstrations, where the public is made aware of the practices which young people are demonstrating in their homes and on their farms. In addition, much improvement of a general community nature, such as community rodent control, and the beautification of public grounds, is being accomplished through boys' and girls' club work."

Among the activities are listed food preservation, bread baking, use of milk and milk products, hot lunches, meal preparation, planning and buying of clothing, general home improvement, improvement of crop production, improvement of livestock.

Demonstrations, largely by local leaders, camps and short courses, team demonstrations, tours, exhibits, publicity are among the means and methods employed.

The problems of supervision and training are again deemed of pressing importance.

Ohio State University is devoting considerable energy to this form of extension service. The University in cooperation with the Department of Agriculture of the United States contributes towards the salaries and expenses of the local club leaders.

c. *Farmers Institutes.* Typical of these agencies are those referred to in the publications of Ohio State University. In existence for more than forty years and under the jurisdiction of the State Board of Agriculture, they were transferred in 1915 to the Exten-

sion Service of the College of Agriculture. The scope of the work includes instruction in problems of farm production and home life, business principles as applied to the farm, community interests and the general agricultural movements of the day. All the plans are made in cooperation with the county agents. The institutes are of two classes; those supported by state aid and those independent of such support.

According to J. M. Stedman in his report on Farmers Institutes, 1923, during that year such institutes were officially conducted in 22 states. In 15 of these states the institutes were supervised through the extension division of the colleges of agriculture as one branch of their activities. "The 15 states in which farmers institutes were managed by the colleges held more than twice the number of sessions with over twice the total attendance and expended more than twice as much money as the 8 states in which they were managed by the state departments of agriculture."

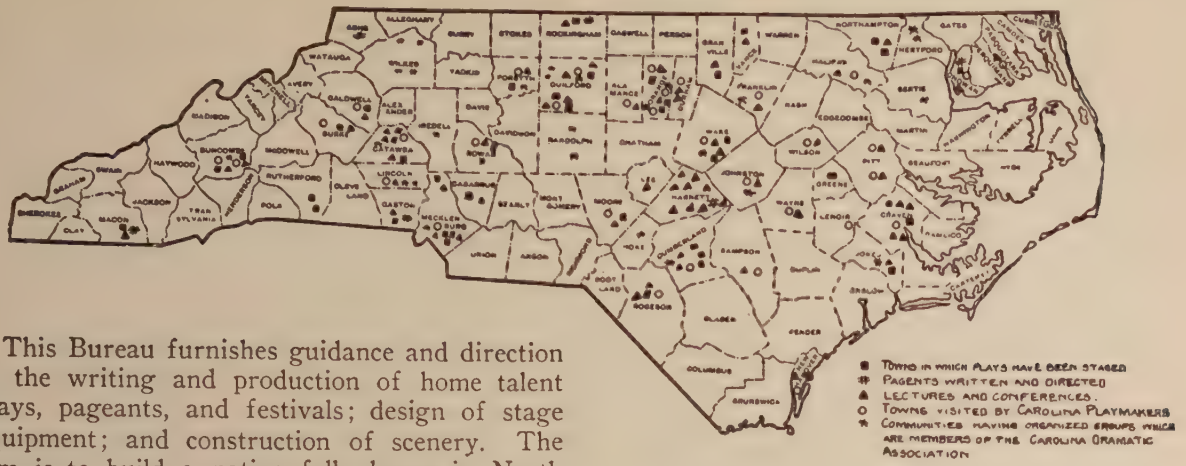
d. *Home Demonstration work.* At the University of Florida this type of Home Economics Extension is carried on in cooperation with the U. S. Department of Agriculture and the Department of Home Economics of the State College for Women. It does for the home what the institute does for the farm. The visitors enter the home and work with the housewife and children, giving demonstrations in cooking, sewing, placing of furniture, care of children, etc. etc.

a. *Organization of Community centers.* These are referred to by the universities of Minnesota, Arkansas, North Carolina, Indiana, Colorado, Tennessee, Florida, Texas and Penn State College. The universities render assistance in the organization of centers for mental and physical recreation. Texas, as an example, publishes a bulletin giving plans of work for community meetings.

b. *Community drama.* Among the universities devoting some of their energies to guidance and direction

FIG. No. 5.—Showing area of Bureau of Community Drama Service by University of North Carolina, 1922-1924.

(English Department)


TOWNS IN WHICH PLAYS HAVE BEEN STAGED
PAGEANTS WRITTEN AND DIRECTED
LECTURES AND CONFERENCES.
TOWNS VISITED BY CAROLINA PLAYMAKERS
COMMUNITIES HAVING ORGANIZED GROUPS WHICH ARE MEMBERS OF THE CAROLINA DRAMATIC ASSOCIATION

This Bureau furnishes guidance and direction in the writing and production of home talent plays, pageants, and festivals; design of stage equipment; and construction of scenery. The aim is to build a native folk drama in North Carolina.

A field representative is available and upon request will visit any community in the State to take charge of creating or directing local dramatic effort.

2,036 packages of playbooks, bulletins, and other materials were sent out in response to requests. 748 communities received service from this Bureau. Plays and pageants were directed in 62 towns.

in the writing and production of community plays, pageants, home chautauquas and festivals, are those of Wisconsin, Minesota, Michigan, Arkansas, North Carolina, Kansas, Indiana, Colorado, Florida, and North Dakota. Bulletins and plays are available and field representatives will be sent on request. The most notable example of this service is The Carolina Players at the University of North Carolina.

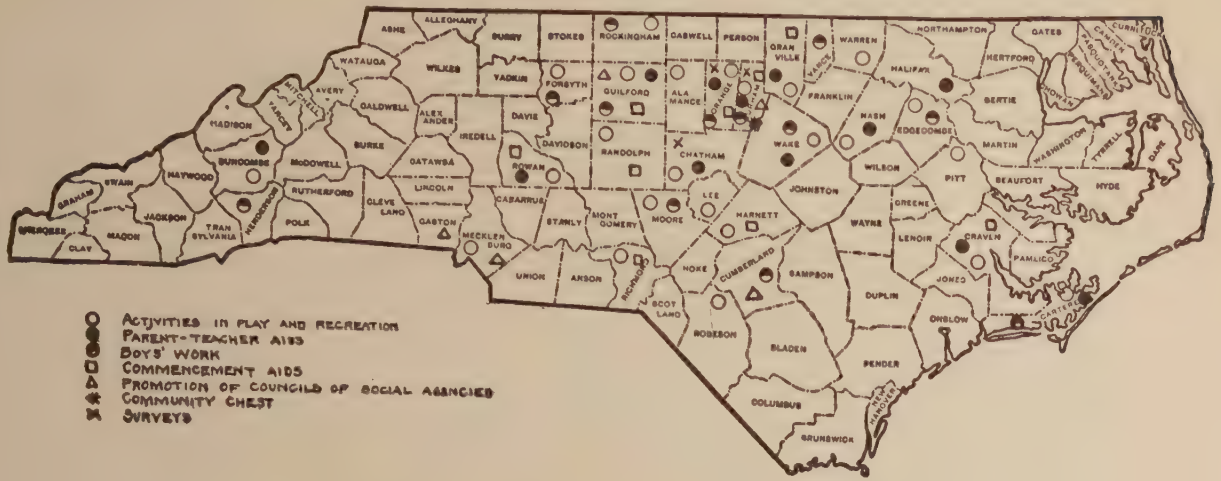
c. *Community music.* Service similar to that in the drama is mentioned among others by the universities of Wisconsin, Minnesota, North Carolina and Florida. It embraces leadership for community sings, the formation of choruses, lectures on public school and community music, recitals and concerts.

3. *Community Institutes.* The Universities of Florida, Wisconsin and Indiana represent this type of service. Better homes institutes, short courses for retail merchants, restaurant men, editors, librarians, rural pastors, Sunday School teachers and workers are advocated by the University of Florida. The purpose and method of these institutes are described by the University of Indiana.[3]
4. *Community and industrial work.* Representative institutions in this field are the universities of Wisconsin, North Carolina, California, and Colorado. At North Carolina, for example, the university cooperates with business and manufacturing organizations of the state in making special studies, conducting business surveys and research on economic problems.
5. *Campaigns for civic improvement.* Efforts of this kind are directed and supervised by the universities of Wisconsin, North Carolina, Indiana, Texas and Ohio State University. The economic and social surveys of counties and communities for use by them in efforts to improve their civic conditions in North Carolina are illustrations of the form of extension service. The lantern service of the University of Indiana is one phase of the work.[4]

[3] W. S. Bittner, Community Institutes, Vol. II, No. 5, January, 1917.
[4] S. Josephine Strange, Town and City Beautiful, Vol. IV, No. 5, January, 1919.

FIG. No. 6.—Showing area of Bureau of Recreation and Community Organization at University of North Carolina, 1922-1924.

Maintained by The School of Public Welfare



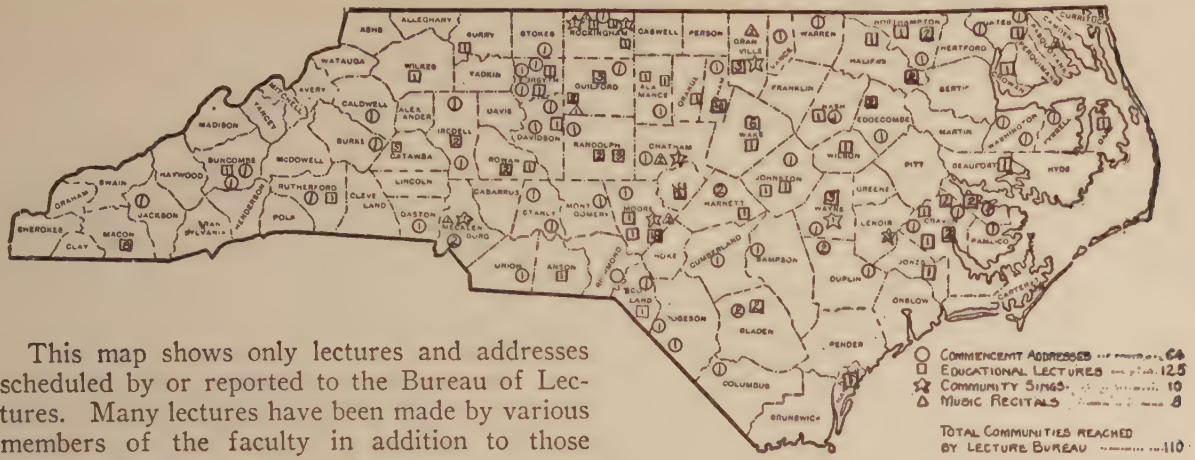
6. *University Week* forms a popular feature of extension activities at the University of Minnesota.
7. *Lecture and Lyceum service.* Twenty of the universities studied list this as among their extension offerings. Lecturers from the university are supplied for various kinds of programs; the latter are arranged for single or serial engagements. The University of Michigan publishes a long list of lecture topics and lectures and courses in series offered at listed centers. Practically all of the departments of the university are represented.

Radio Service. A variant of the lecture and lyceum service is radio service, begun in, among others, the universities of Arkansas, Chicago, Kansas, Minnesota, Missouri, Wisconsin, Columbia, Cornell, North Western, New York Universities, Georgia School of Technology, Kansas State Agricultural College, Massachusetts Department of Education, Oregon Agricultural College, Rensselaer Polytechnic Institute, and the State Normal School, Buffalo, N. Y.

A brief survey, aided by Mr. P. A. Cowen of Columbia University, shows that the present scope of radio service includes educational addresses, lectures, question boxes, weather and marketing information (Kansas State Normal College), programs and lectures with university credit (University of Kansas), courses in Browning (Columbia), in music appreciation, short story writers, French, household management (Mass. State Dept. of Education), "a very significant program" (Oregon Agricultural College).

The enrollment by means of subscriptions for mimeographed copies of the lectures with study helps includes in the Mass. Dept. of Education radio service names from thirty-three states and five provinces in Canada. The most popular course was "Contemporary American Literature" with an enrollment of over six hundred persons, thirty of them Canadians and the rest from every state east of the Mississippi except Louisiana and from several western states.

Fig. No. 7.—Showing area of Service of the Bureau of Lectures and Short Courses at University of North Carolina, 1922-1924.



This map shows only lectures and addresses scheduled by or reported to the Bureau of Lectures. Many lectures have been made by various members of the faculty in addition to those charted above.

Popular or technical lectures are given by members of the faculty in response to requests from schools, clubs, community organizations, etc., also addresses for commencement or other special occasions. The organization for which the lecture is made pays the travel and subsistence expenses of the lecturer.

From time to time short intensive training courses and institutes are held at the University for select groups, the program ranging in duration from one day to two weeks. Five successful programs have been offered during the past two years, two for high school coaches, two for welfare workers and one for drama specialists.

9. *Engineering Extension.* Fourteen of the universities emphasize this. It includes, as at the University of Michigan, extension lectures, laboratory service and special courses in highway engineering. In the laboratory work, in cooperation with the Michigan State Highway Department, are tested the materials used exclusively in highway work. A similar cooperation is responsible for the annual conference on Highway Engineering for the purpose of supplying highway commissioners and engineers information relating to organization and administration of highway departments, tests and specifications for highway materials, drainage systems, and foundations, and the economics, design, construction and maintenance of roads and bridges.
10. *Forestry Extension.* The University of Michigan provides three types of service:
    a. Forestry extension lectures.
        (1) Illustrated lectures on popular themes.
        (2) Non-illustrated lectures on various phases of forest and water conservation.
    b. Counsel and advice: lectures in series on special problems and visits to local communities with reference to the care and treatment of wood lots, forest parks, etc.
    c. Mechanical testing and identification of commercial woods.
11. *General Welfare.* Examples of this service are found at the universities of Wisconsin, Michigan, North Carolina, Texas, Indiana, Florida, Kentucky. The service is especially comprehensive at the University of Michigan where it comprises the following divisions:
    a. Public health education program in charge of the Joint Committee on Public Health Education, organized at Ann Arbor, December 13, 1921, and composed of representatives from the Michigan State Medical Society, the University of Michigan, the Michigan State Department of Health, the Detroit College of Medicine and Surgery and the Michigan State Dental Society. Its purpose is "to present to the

public the fundamental facts of modern scientific medicine for the purpose of building up sound public opinion concerning questions of public and private health. It is concerned in bringing the truth to the people, not in supporting or attacking any school, sect or theory of medical practice. It will send out teachers, not advocates."

To this end speakers of recognized authority and known integrity, equipped to present to the public the facts concerning a great variety of conditions important to the public health, are supplied, free to all organizations of the state interested in public health education.

Cooperation is sought with Chambers of Commerce, Luncheon Clubs, Superintendents of Schools, Parent-Teachers' Associations, Granges, Farmers' Clubs, literary societies, Women's Clubs, churches and other interested organizations. A special bulletin announcing speakers and subjects is available.

b. Service to the medical profession through clinics at the University Hospital and expert advice to county medical societies. Of special note is the help given in the survey of indigent crippled children, in cooperation with Rotary Clubs. The University has sent an expert orthopedic surgeon to help in this work.

c. Hospital service, for the sick of the state, through the University Hospital. During 1923-1924 the number of patients registered at the University of Michigan Hospital was 20,688.

d. Michigan Pasteur Institute. This institution was opened at the University in 1903 in conjunction with the Hygienic Laboratory of the University. Since then 1,729 patients have been treated for the prevention of hydrophobia. Results show that none of these have died directly from hydrophobia. A charge of twenty-five dollars is made to citizens of Michigan, and of one hundred dollars to non-residents of the state. A special bulletin containing suggestions

as to the proper procedure in cases of suspected rabies, the safeguarding of persons bitten by dogs, the care of suspected dogs, is published by the Institute.

e. Dental Clinics. The College of Dental Surgery through its clinics and demonstrations treats annually, without expense to the patient other than for materials used, over 5000 persons, involving nearly 20,000 operations.

In addition to the foregoing, General Health Service includes supervision of play, the organizing of week-end recreations, etc.

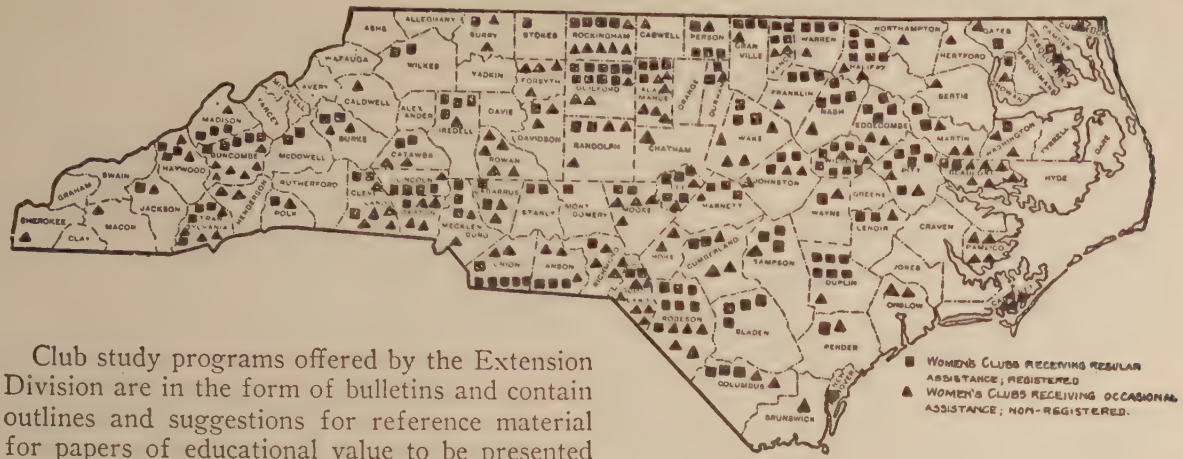
12. *Child Welfare.* Related to the foregoing activities, this service is given special attention at the universities of Wisconsin, Indiana, South Dakota, and Texas. At Indiana nursing is included.

13. *Public Discussion.* The Universities of North Carolina, South Carolina, Indiana, South Dakota, make note of this service. Indiana states the chief aim as being "to assist in the education of public opinion, to stimulate intelligent discussion of current political, economic and social questions." Many bulletins on topics of public interest are issued by the universities. Study outlines and bibliographies as well as literature are supplied. Other universities are ready to render similar service.

14. *State Fair Exhibits.* An example of this activity is found at the University of Florida. The University exhibit, occupying the entire building and representing every college and department of the University of Florida, was put on for the last time in 1922 at the state fair in Jacksonville. The exhibits from the various colleges were designed to give the public an idea not only of the methods in instructing the youth upon the campus, but the way the different colleges and departments work together in serving the public. The General Extension Division Exhibit occupied several booths and the Director supervised the preparation and installation of all exhibits except those representing the work in Agriculture and Home Economics. The University of

FIG. No. 8.—Showing area of Bureau of Public Discussion of the University of North Carolina, 1922-1924.

Women's Club Section


WOMEN'S CLUBS RECEIVING REGULAR ASSISTANCE; REGISTERED
WOMEN'S CLUBS RECEIVING OCCASIONAL ASSISTANCE; NON-REGISTERED.

Club study programs offered by the Extension Division are in the form of bulletins and contain outlines and suggestions for reference material for papers of educational value to be presented by the various members of the clubs which register with the Bureau of Public Discussion.

845 clubs used regular programs or the library service of this Bureau during the biennium.

These 845 clubs were made of up 13,075 women who were sent upon request 3,226 packages containing 12,419 books and pamphlets.

Florida was the first state university to put on a complete university exhibit at a state fair in this manner, without over-emphasizing the agricultural work of the university.

The University of Texas has issued a bulletin [5] giving in great detail How to Organize and Conduct a School and Community Fair.

15. *Research.* A considerable number of problems, especially in agriculture, child and general welfare are studied in the university laboratories, in response to requests by various organizations in the state.
16. *Reports of Investigations.* The University of Florida notes this as one of its Extension activities. "The results of the investigations in the agricultural experiment Station Laboratories are carried in printed literature to farmers, and the application of the results obtained by investigators is promoted and supervised by the demonstration agents engaged in the agricultural division of the University." Other universities do likewise.

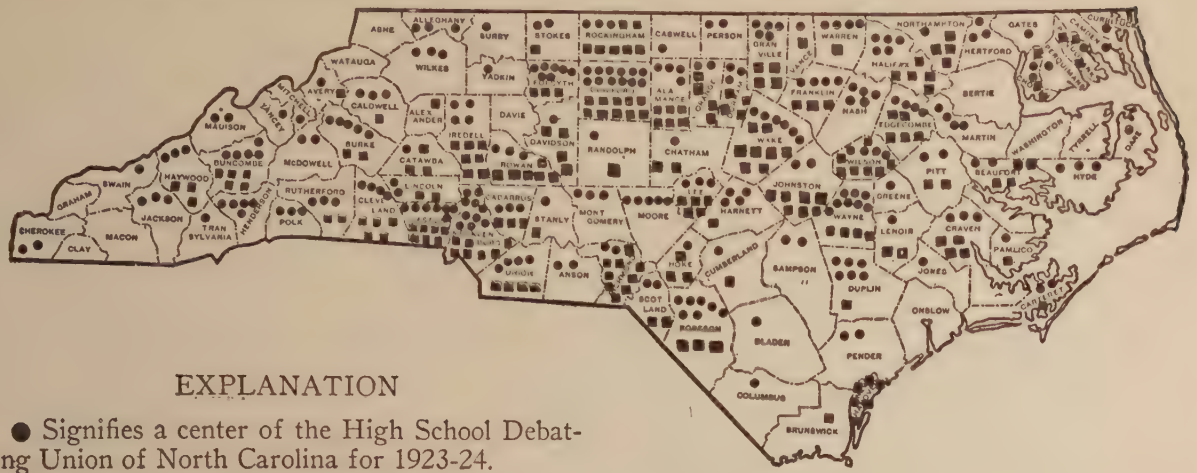
VI. *Public School Service.*

1. *Inspection of Schools.* Practically all universities with Schools of Education have high school inspectors who visit the schools of the state principally in the interests of accrediting such schools, but also thereby for the purpose of stimulating growth toward high standards among those schools. The university cooperates with the State Department of Education in this work, as well as with other accrediting agencies.
2. *High School Debating Leagues.* Sixteen of the universities studied in this preliminary inquiry sponsor such organizations and arrange for annual meets at the university, where members of the faculty and others serve as judges. The debaters are carefully entertained and every effort is made to surround the event with impressive and enjoyable ceremonies. Through these leagues

[5] No. 2409, March 1, 1924.

FIG. No. 9.—Showing area of Bureau of High School Debating and Athletics Service, University of North Carolina, 1923-1924.

The High School Debating Union and the High School Athletic Association



EXPLANATION

● Signifies a center of the High School Debating Union of North Carolina for 1923-24.

■ Signifies a high school athletic center for a State Championship Contest in 1923-24. 250 high schools in 90 counties took part in the debates in 1923-24; high schools participating in the various athletic contests numbered 205, in 57 counties.

Each year the University Extension Division conducts the affairs of the High School Debating Union which culminate in a State-wide debate at Chapel Hill and co-operates in carrying on State Championship contests for high schools in football, basketball, track, tennis, and baseball.

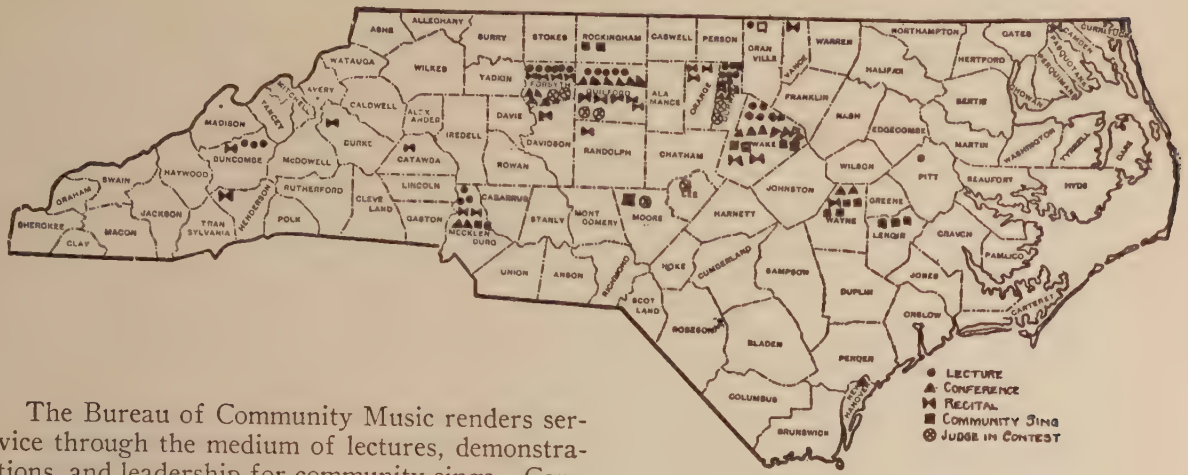
the attention of the public is directed to current and vital questions. Wisconsin spends about $6000 annually for help and reference material to handle this work. At the University of Texas this form of extension is featured. The University of Virginia has made important contributions in this field.

3. *Physical Education Contests*, such as track meets, interscholastic games, aim to do for the physical development of the youth what the debating leagues seek for the mental stimulus. The Interscholastic League of the University of Texas sponsors mass competition in play and athletics, health games and similar activities.
4. *Parent-Teacher Associations.* At the universities of Florida, Wisconsin and Indiana these are given special attention. Efforts are made to help the associations to organize and carry out constructive programs so that the public may be accurately informed on school matters. At Indiana, a Bureau of Parent-Teachers Bureaus is part of the Extension Division and through this bureau the association functions. Its literature is distributed by the secretary in charge. Monthly bulletins are issued. The growth of such associations is evident from the report that there are 300,000 members in 41 states.
5. *School Surveys.* Examples of these are reported in several bulletins of the University of Texas.[6] Several county school systems have been surveyed with resulting studies of rural schools that are a valuable contribution to rural education.
6. *Museum Service.* Specimens, studies and pictures are made available.
7. *Library Service.* In addition to the usual assistance the University of Florida provides story books for children and lends them to teachers who wish to read them to the children. Ten Jacket Libraries have been arranged for school loans with cards for the children's use of the books.

[6] No. 2426, July 8, 1924; No. 2238, October 8, 1922; No. 2243, November 15, 1922; No. 2246, December 8, 1922; No. 2339, October 15, 1923.

Fig. No. 10.—Showing area of Bureau of Community Music by the University of North Carolina, 1922-1924.

(*Music Department*)



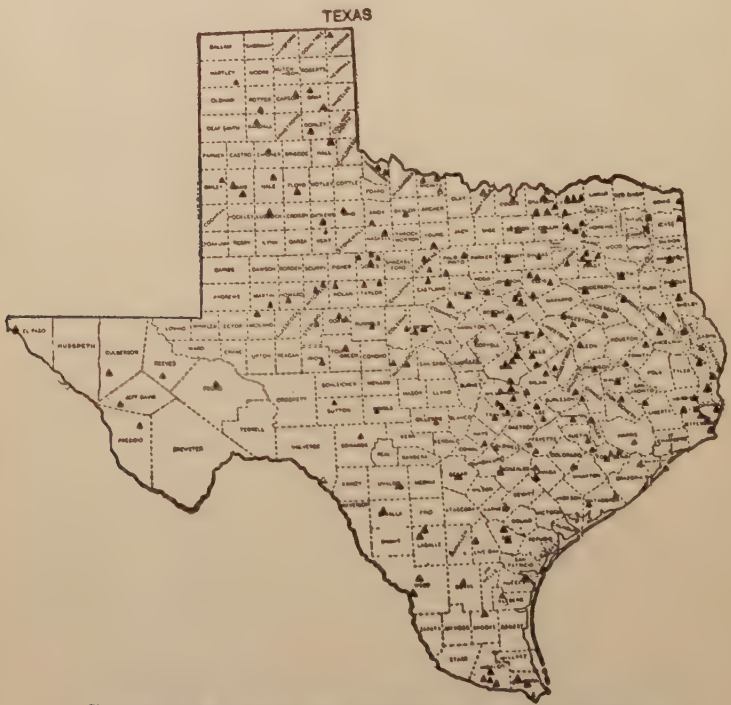
The Bureau of Community Music renders service through the medium of lectures, demonstrations, and leadership for community sings. Community choruses are organized upon request.

A limited number of piano and organ recitals are given each year; also combination vocal and instrumental recitals. The University Glee Club makes two State tours each year.

In addition to the services rendered as described above, during the biennium 23 magazine articles and approximately 1,800 letters were written, and aid was given to 27 communities in securing music teachers.

8. *Phonograph Records.* These are accompanied by typewritten talks by the University of Kansas, for example.
9. *Slides and Films.* An example of this service in the Division of Visual Instruction of the Bureau of Exten-

FIG. No. 11.—Showing area of Visual Instruction Service at University of Texas, 1924.



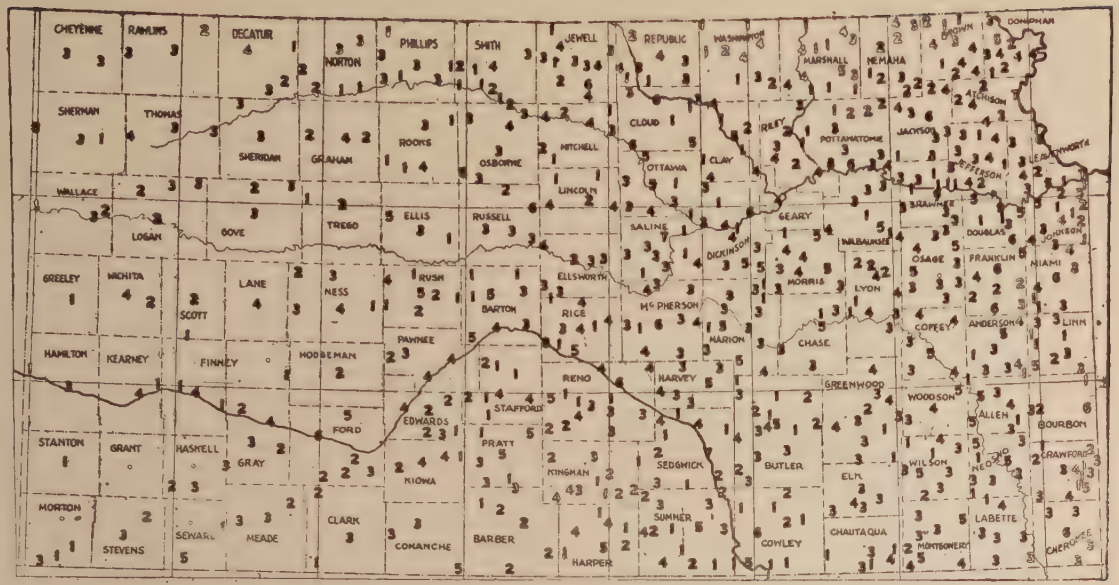
Communities using visual instruction material prepared by the Visual Instruction Bureau in 1924. Number of exhibitions, 5,864; approximate attendance, 791,000.

sion, University of Texas. A 32-page bulletin announcing several hundred subjects illustrated is published, as well as several lists by the University of Indiana.[7]

[7] Vol. V, No. 8, April, 1920 Vol. I, No. 8, April, 1916; Vol. VIII, No. 1, September, 1922.

FIG. No. 12.—Showing area of Extension Service by the University of Kansas.

1924



Figures indicate the number of services which various communities received during the year 1923-1924

1 service	166 communities	5 services	49 communities
2 services	149 communities	6 services	18 communities
3 services	172 communities	7 services	5 communities
4 services	117 communities	9 services	1 community

Total communities served.....677

Note: Correspondence Study Courses constitute one service, Library Extension another service, etc.

10. *Educational Information.* Illustrations of this kind of service are found in various bulletins, among them two by the University of Texas.[8]
11. *Miscellaneous Contests.* Two of these are referred to by the University of Florida: "For the past three years the General Extension Division has cooperated with the Highway Education Committee of Washington, D. C., in conducting a good roads essay contest among the high schools of the state. The national reward is a four year scholarship and reasonable financial support at any American college or university chosen by the winner. In order to arouse the interest of students and the public in the value of the study of Chemistry, the Division also cooperated with the American Chemical Association in putting on a High School Chemical Essay Contest.

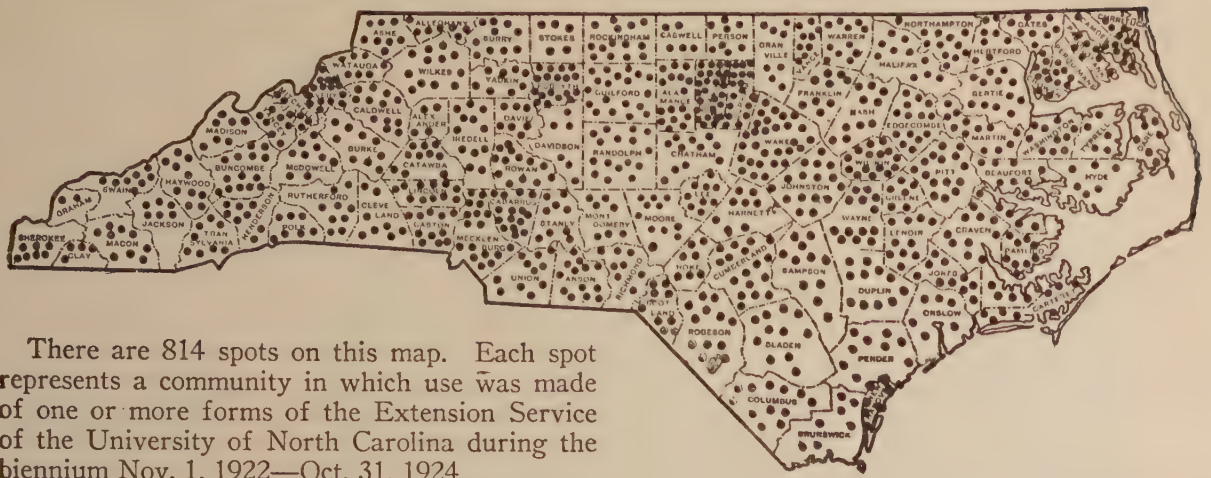
Conclusion

From the foregoing partial list of activities engaged in by universities throughout the United States it is possible to draw several conclusions:

1. The universities are fully committed to extending their resources of education and welfare not only throughout the respective states but across state lines to the nation as a whole.
2. By means of systematic instruction groups and individuals are offered courses in practically every subject listed in the usual campus program.
3. General and technical information is supplied by reference bureaus, correspondence, publications by the universities, extensive library service for individuals, schools and various welfare and study groups.
4. Considerable attention is given to educational and cultural guidance in the form of directed reading.
5. Employment service makes it possible for organizations and individuals to make connections on the basis of

[8] County units of School Administration in Texas, No. 2226, July 8, 1922, and A Report on Illiteracy in Texas, No. 2328, July 22, 1923.

Fig. No. 13.—Showing area of Extension Service by University of North Carolina, 1922-1924.



Spots represent communities in North Carolina using the Extension Service of the University of North Carolina.

There are 814 spots on this map. Each spot represents a community in which use was made of one or more forms of the Extension Service of the University of North Carolina during the biennium Nov. 1, 1922—Oct. 31, 1924.

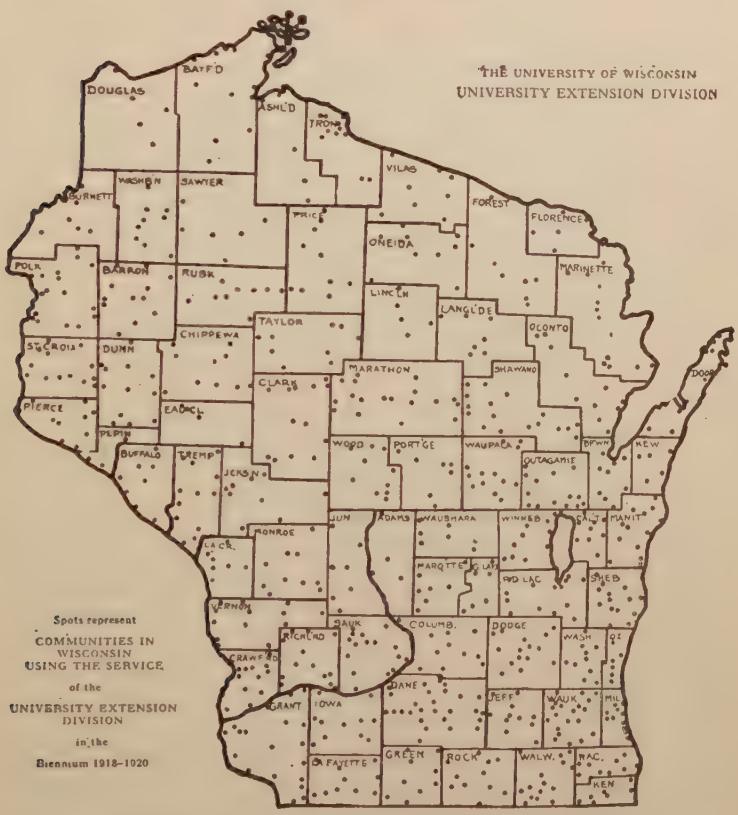
There are 1,622 post offices in North Carolina. During the biennium covered by this report the Extension Division rendered service to one-half of these places. Some service was rendered to every one of the 100 counties of the State.

mutual understanding of one another's needs and suitability.

6. An especially wide range of service has been developed for community culture and utility, through agricultural extension in its many departments, physical and social welfare. Aside from the generous provision for systematic instruction the major extension activities of the universities lie in this field. Most of this service is offered in the interest of rural and semi-urban centers, for quite obvious reasons. They lack local facilities. Many of their problems depend for solution upon careful research by trained workers in suitable laboratories, and these are best provided by the universities, either through their own personnel or by them in cooperation with other research agencies, such as state departments. In the interpretation and application of the results of such research the universities render further invaluable service.
7. Heavy stress is laid on child and welfare service, the contributions to health and happiness being beyond all estimation.
8. Considerable emphasis is laid on public school service, such organizations as high school leagues, parent-teacher associations, receiving careful guidance, and county school systems expert direction in the survey of their needs.
9. The frequently used slogan that the campus is the state suggests, in the light of the list of activities outlined in this section, that the universities regard the state also as their laboratory, their forum, and the cultural and physical welfare of its citizens as their ever-increasing responsibility.
10. To a considerable degree university extension is cooperative in the sense that the university joins hands with various state and professional organizations.

During the inquiry many interesting data concerning the wide-reaching effects of these activities were noted but inasmuch as it was deemed important for the present

FIG. No. 14.—Showing area of Extension Service by University of Wisconsin, 1918-1920.

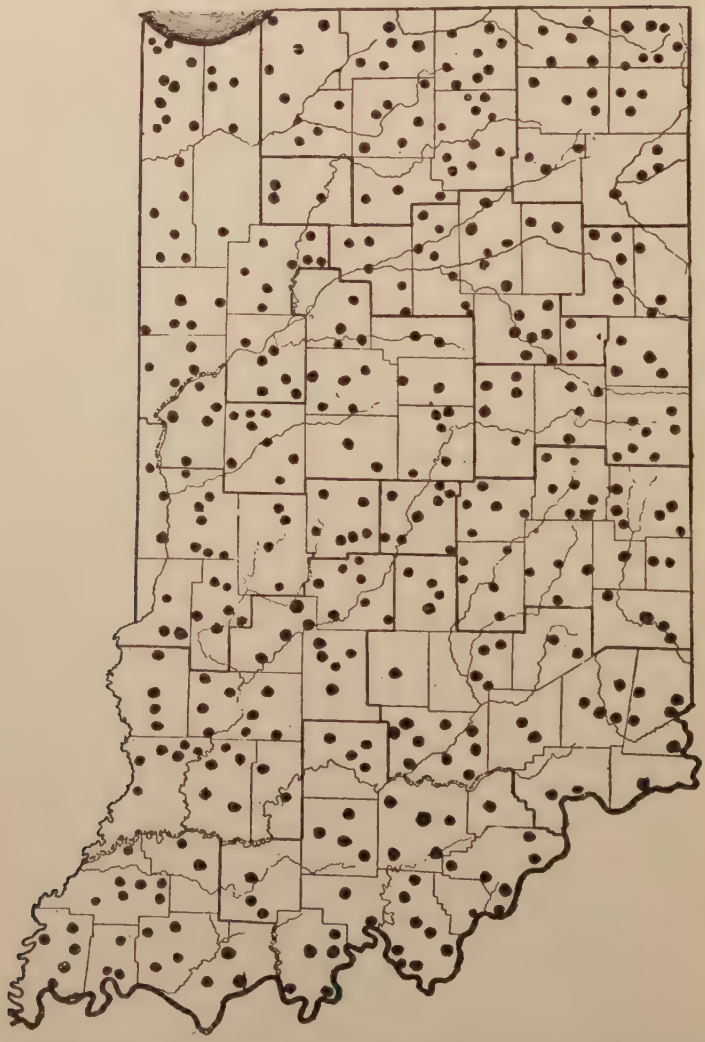


There are 725 spots on this map. Each spot represents the post office of a community or communities in which use was made of some service or services of the Extension Division during the biennium 1918–1920.

There are 1,251 post offices in Wisconsin; 58 per cent of these places were reached by Extension service in the biennium 1918–1920. Many of these post offices through their rural routes represent a number of district communities.

to study only university extension courses of instruction and data pertaining to them, all others are omitted. One is impressed, however, with the fact that in most state institutions the bulk of university extension consists of

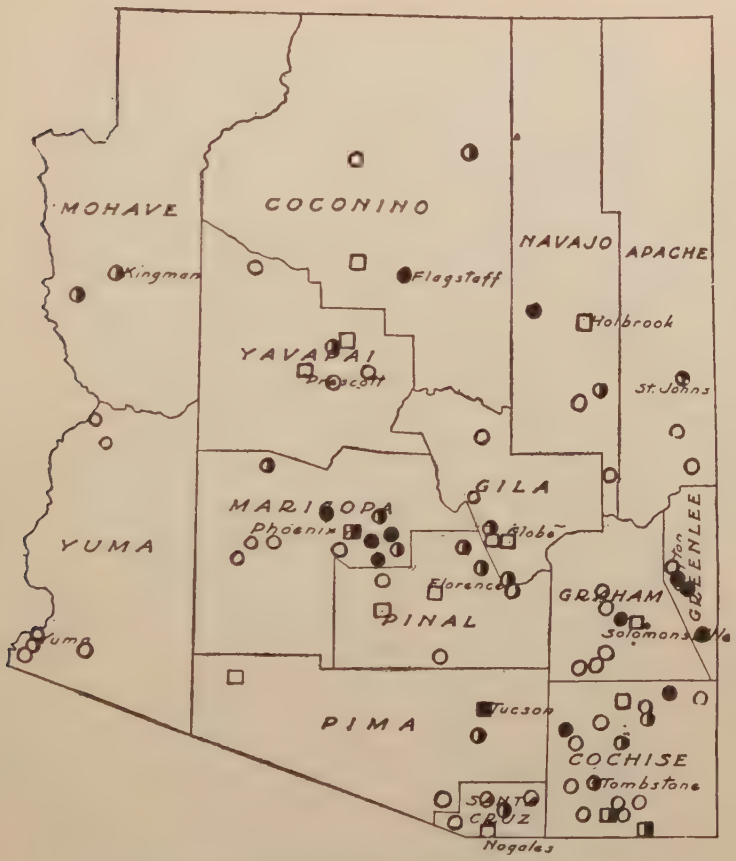
Fig. No. 15.—Showing area of Extension Service by Indiana University, 1923-1924.



GEOGRAPHICAL DISTRIBUTION OF SERVICES, 1923-24

413 communities served; 28,212 persons

FIG. No. 16.—Showing area of Extension Service by University of Arizona, 1922.



COMMUNITIES REACHED BY ONE OR MORE BRANCHES OF GENERAL UNIVERSITY EXTENSION SERVICE DURING 1922.

○	reached by one branch	(41 communities)
◑	reached by two branches	(18 communities)
●	reached by three branches	(12 communities)
□	reached by four branches	(12 communities)
◨	reached by five branches	(5 communities)
■	reached by six branches	(1 community)
	Total of	87 communities

activities other than formal instruction. The state university extension divisions regard themselves as service bureaus no less than educational agencies. Many, if not most, of these activities should, indeed, be formally classified as *university service* rather than university education. Sharply defined classification will not be possible in every case, but an effort on the part of extension directors to distinguish among these activities those that are dominantly service and those that are essentially education would be helpful toward a clearer understanding of what university extension means or should mean as a branch of adult education.

PROBLEMS FOR FULLER STUDY

1. The results of the foregoing activities in terms of the number of people reached, the kinds of improvements achieved. Such data are available in the many bulletins of the Department of Agriculture and the reports of various associations. In addition to these, correspondence with university extension departments would provide specific information. Such a study would give a mass picture of the effectiveness of adult education, especially in the rural and semi-urban sections.
2. An analysis of the difficulties and defects of university extension service.
3. A classification of the kinds of persons benefited by university extension activities, a classification more refined than that of farmers, industrial workers, housewives, parents, teachers, etc., apparent from various reports. For example, studies such as Van Denburg's and Holley's on the economic and cultural status of homes from which school children come.
4. The results of university extension activities in the stimulation of individual initiative and in the continuing self-initiative of communities to adopt improved standards.
5. An analysis of the content of university extension publications for the purpose of listing the types of information available.
6. The cost of extension activities.
7. The type of education and training necessary for field directors of various branches of extension activities, such as agricultural extension in all of its divisions. Such a study would involve a job-analysis and give a high-power microscopic view of extension service as well as bases for programs of professionalizing adult education work.
8. Radio extension—courses, lectures, information, programs, present difficulties.
9. Intensive studies of how typical universities administer extension activities and an examination of records showing results of these activities.

CHAPTER FOUR

COURSES OF STUDY

Systematic Instruction

Among the activities described in the preceding chapter, only those concerned with systematic instruction have been studied intensively in the present inquiry. A complete picture of the university's conception of its share in adult education depends upon statistical, interpretive and descriptive surveys of the whole range of its extramural work. Systematic instruction, however, is emphasized in this report because it represents the university's major activity as an institution of learning, and because it is distinctly educational in purpose. In whatever direction university extension may develop there can be no doubt that the promotion of learning among the masses will continue to be its major concern.

The inquiry has sought data regarding the number of courses offered by the universities in correspondence and extension class departments and the distribution of these among the several groups of subjects. Considerable difficulty was experienced in obtaining information from the catalogues, no two of which follow the same policy of announcement. It is well known, likewise, that educational terminology is still nebulous, no two institutions employing course titles with exactly the same meaning. Each instructor calls his course by whatever name his imagination provides or, using titles fairly uniform among

the universities, he plans his course largely according to his own interests, these being modified somewhat by the organization of the textbook selected for the course. Nor, it should be repeated, are the figures always unchallengeable. But they are accepted here as of the record. For this reason directors of university extension may dispute the totals appearing in Table 7, in the Appendix. These totals for the respective institutions are based upon such grouping of subjects as seemed logical. The following groups were used:

TITLES OF ACADEMIC COURSES

Agriculture and Horticulture	Household Arts
Ancient Languages, including Latin, Greek, Hebrew, Sanscrit, Mythology.	Law
Art and Drawing	Mathematics
Astronomy	Modern Languages (other than Romance) including German, Scandinavian, Russian, Chinese, Japanese
Chemistry	Music
Commercial Subjects, including Stenography, Typewriting, Bookkeeping, Commercial Arithmetic, Penmanship	Natural Sciences, including Botany, Zoology, Physiology, Hygiene, Nature Study
Economics	Philosophy, including Ethics and Logic
Engineering, including Mechanical Drawing	Physics and Electricity
English, including Grammar, Comparative Literature	Psychology
Forestry	Religion
Geography, including Anthropology, Ethnology	Romance Languages, including French, Spanish, Italian
Geology and Mineralogy	Sociology
History and Political Science	Vocational Education

41349

Education having become a group term for a large number of rather distinct fields of subject matter, these were considered separately or in groups as follows:

TITLES OF COURSES IN EDUCATION

Agricultural Education	Physical Education
Class Management	Principles and Methods
Educational Psychology	Rural Education
Elementary Education	School Administration
Higher Education	School Management
History of Education	Secondary Education
Industrial Education	Supervision
Introduction to Education	Tests and Measurements
Phil. of Educ., including Curriculum	Vocational Guidance

NUMBER AND DISTRIBUTION OF COURSES

A minute study of catalogues announcing extension courses in 47 colleges and universities discovered that in these institutions 7,581 extension courses were offered in 1923-1924. Of these 4,154 were given through the correspondence or home-study bureau and 3,427 through extension classes. It is evident that the university has made available for the adult practically all of its campus courses, including the laboratory sciences. The largest number of courses were offered in the following departments, in order named: education, engineering, English, history, romance languages, mathematics, ancient languages, commercial subjects. The accompanying Table No. 2 gives the percentage of the number of courses offered:

TABLE NO. 2 DISTRIBUTION OF 4,154 CORRESPONDENCE COURSES AS SHOWN BY PERCENTS ARRANGED IN RANK ORDER

	Number of courses	Percent
Education	409	10
Engineering	384	9
English	558	9
History	368	9
Romance Languages	357	9
Mathematics	351	8
Ancient Languages	290	7
Commercial Subjects	233	6
German	205	5
Sociology	104	3
Agriculture	104	3
Economics	118	3
Household Arts	75	2
Natural Science	94	2
Philosophy	67	2
Music	62	1
Psychology	59	1
Religion	54	1
Vocational Education	58	1
Total	3950	91

From the foregoing Table are omitted subjects whose numbers would bring them below 1%. Table No. 3 gives their stress in terms of numbers of courses:

TABLE NO. 3 SHOWING NUMBER OF COURSES IN EIGHT DEPARTMENTS OF SUBJECT MATTER

Physics	48
Geography	43
Astronomy	34
Chemistry	28
Geology	22
Art	20
Forestry	9
Law	0
Total	204

A different distribution appears among the extension courses as shown in Table No. 4. English leads with

15% of all the courses and is followed in the order named by the commercial subjects, engineering, education, romance languages, history.

TABLE No. 4 SHOWING DISTRIBUTION OF 3,427 COURSES IN EXTRAMURAL CLASSES, STATED IN TERMS OF PERCENTS

	No. Courses	Percent
English	516	15
Commercial Subjects	413	12
Engineering	392	11
Education	364	10
Romance Languages	329	7
History	192	6
Art	140	4
Mathematics	135	4
German	119	3
Household Arts	119	3
Ancient Languages	85	2
Music	88	2
Natural Science	55	2
Psychology	55	2
Sociology	76	2
Vocational Education	69	2
Total	3147	87

From the foregoing Table similar omissions have been made:

TABLE No. 5 SHOWING NUMBER OF COURSES IN EXTRAMURAL DIVISION OF SUBJECT MATTER

Chemistry	45
Philosophy	44
Economics	43
Geography	40
Physics	34
Law	24
Geology	20
Agriculture	18
Astronomy	6
Forestry	0
Religion	6
Total	280

The largest offerings in extension class study are English, commercial subjects and engineering, with educa-

tion, romance languages and history also in the upper group.

Taking the correspondence and extension class courses together, the largest number of courses offered by the following departments, were in the order named: English, education, engineering, commercial subjects, romance languages, history and mathematics. Table No. 6 gives the totals for these courses. The total for the physical sciences is shown as a contrast.

Table No. 6 Total Number of Extension Courses in Eight Subjects

	Cor.	Cl.	Total
Commercial	233	413	646
History	368	192	560
English	358	516	874
Engineering	384	392	776
Mathematics	351	135	486
Education	409	364	773
Romance Languages	357	229	586
	Cor.	Cl.	
Chemistry	28	45	
Physics	48	34	
Astronomy	30	10	
Grand Total	2566	2330	4896

Percentages, however, do not reveal the striking differences of emphases among the institutions or among their subject-matter departments. A few citations from Table 7 (in the appendix) will bring the picture into sharper focus. Looking at the number of correspondence courses first, the University of Chicago offered 61 in ancient languages, 56 in education, 63 in English, 47 in religion; the Universtiy of Wisconsin, 117 in engineering and 34 in mathematics; the Massachusetts Department of Education, 54 in engineering; the University of Colorado, 36 in mathematics and the University of Texas, 34. The latter institution offered 33 courses in romance languages.

In history and political science the Universities of Chicago, Indiana, Oklahoma, and Texas offered respectively 30, 26, 34, and 35 courses. The University of Chicago easily outstrips all the others with 25 courses in the natural sciences. With 30 courses in German and other modern languages (other than romance) the University of California is followed closely only by the University of Minnesota, which offered 24. The Massachusetts Department of Education leads with 25 courses in commercial subjects and is followed closely by the Universities of Texas and Wisconsin, which offered 23 and 22 respectively. The University of Missouri offered 24 courses in agriculture, the University of Florida and Ohio State University following with 23 each. The University of Wisconsin is far ahead of the others with 26 courses in household arts.

Far different are the emphases in extension class courses. In ancient languages Columbia University is far ahead of other institutions with its 54 courses. It leads likewise in art, offering 51 courses. Commercial courses were stressed at Columbia with 111 and at University of California with 54, New York University ranking third with 36. In education California's 88 courses outrival New York University's 69 and the 57 offered by Teachers College, Columbia University. Engineering is given considerable attention at the universities of Minnesota, California, and the Massachusetts Department of Education in 91, 72 and 52 courses respectively. Columbia and California are first and second respectively in English, with 157 and 110 courses, and likewise in German and other modern languages (excepting the romance) with 54 and 40 courses respectively, as well as in history, with 53 and 43 courses respectively. Noteworthy is the emphasis on romance languages by these two universities, California offering 106 and Columbia 98 courses.

Attention, however, should not be focused on the popu-

lar courses alone. Those of smaller numbers deserve more than passing notice. It is not without significance, for example, that 23 institutions offered 150 courses in music, 62 in correspondence and 88 in extension classes, California and Columbia (including Teachers College) offering the largest numbers. In 24 institutions, however, music is not listed at all. Natural science is represented in 22 institutions with 149 courses, 94 in correspondence and 55 in class extension. It was not available in 25 institutions. Among 24 institutions philosophy was offered in 111 courses, 94 through correspondence and 55 through extension classes, 23 institutions not offering it at all.

That the laboratory sciences of chemistry and physics were not neglected is apparent in the following totals: 16 institutions gave 73 courses in chemistry, 28 through correspondence and 45 through extension classes; physics courses appear 82 times among 19 institutions, 48 in correspondence departments and 34 in extension classes. It is somewhat surprising to find that these laboratory sciences are offered in correspondence courses. Chicago, California, Colorado, Kansas, Minnesota and Wisconsin lead in the number of courses either through correspondence or extension classes. But in 31 institutions chemistry was not offered at all, and in 28 one fails to find physics listed.

In view of the widespread interest in psychology, much of it highly dubious, it is unexpected to find that only 28 of the 47 institutions offered it at all. Among these 28 the courses number 114, about equally divided between the correspondence and extension class courses. One is likewise disappointed in finding that 29 institutions offered only 180 courses in sociology, 104 through correspondence and 76 through extension classes, 18 of the institutions not including it in their announcements. Two reasons for these comparatively small numbers may be suggested: interested as the public seems to be in

psychology and various branches of sociology, it is satisfied with the presentation of these subjects in the press and popular magazines, and in the extravagant literature of many so-called cults that have made of psychology something esoteric, if not freakish. On the platforms of many forums sociology in one form or another is the leading theme and its expositions are combined with discussions during which practical applications receive considerable attention. A second reason lies in the fact that systematic study in these fields is so difficult and to the beginner at times so uninteresting that he prefers the more immediate returns that other subjects seem to promise. If the universities could see their way clear to a legitimate popularization of psychology and sociology and thereby tempt the public to indulge in more than a taste, it might be that much of the current gullibility and false understanding in these two fields would be removed.

In passing it will be of interest to note a partial list of subjects studied by trade union members as reported by the conference of representatives of National Trade Unions in London, October 16th, 1920:

Trade Union History and Problems	Biology
Music	Industrial History
Cooperative History and Problems	Art
Industrial Administration	Political History
Local Government	History of Soc. Mvts.
Economic Theory	Problems of Reconstruction
Political Theory	Social Psychology
International Problems	Sociology
Psychology	Philosophy
	Literature

Here we find that history, political science, sociology, psychology, biology, philosophy, literature, music and art were desired by the English workingmen. Noticeable is the omission of technical courses. Broadening and enriching courses were preferred. While the reasons for these preferences may not be the same as those in the

United States the similarity between the two countries in this phase of university extension education indicates that the Anglo-Saxon adult hopes to find in his contact with university or higher learning those intellectual and emotional outlets that give abiding satisfactions. If this broader contact with the life of the race can be exchanged for higher monetary values the vocational motive does not belittle the worth of the education itself. It still broadens and enriches the individual's character and personality.

Credit and Non-Credit Courses

Tables 9 and 10 in the Appendix show how credit values are distributed among these courses. It was not possible in all instances to interpret the catalogue announcements with as much accuracy as desired but the Table does not err in its mass effect. Of 3,328 extension class courses, 2,764 received credit and 564 did not, or, stated in percentages, 83% of the extension class courses received credit and 17% did not. Approximately the same figures apply to the 3,647 correspondence courses, 2,973 receiving credit and 674 not, or, 81% received credit and 18 did not. In Tables 11 and 12 relative percentages in 27 subjects are given. Among the credit courses those having the highest percentage in correspondence were music, natural science, psychology, history and education; in extension class courses, history, ancient languages, education and romance languages. Those having the highest percent of non-credit courses in correspondence were vocational subjects, agriculture, engineering, household arts and commercial subjects; in extension class courses, agriculture, vocational subjects, household arts, engineering and physics.

The usual lack of uniformity among colleges and universities in administering credits is evident also among

the extension divisions, as reported by the National University Extension Association in its Proceedings for 1924. Of 35 institutions reporting, 3 are non-committal, 9 allow one year of credit toward graduation, and 11, two years. The remaining 12 institutions have specific arrangements that cannot very easily be classified. As a rule an individual may take as many extension courses for credit as he can carry and still maintain a high quality of work. The director and instructor in charge judge according to the circumstances in each case.

Among the 35 institutions reporting, graduate credit is allowed for work done in extension courses, but considerable variation is found. The University of Chicago allows correspondence course credit toward the doctor's degree under certain conditions; the University of Colorado does not. Of the institutions reporting 18 allow graduate credit subject to conditions determined by the dean of the graduate school.

The attitude of the universities regarding exchange of credits is interesting. The University of Oklahoma accepts full credit for work done only through its own extension division. Columbia, Harvard, University of Pennsylvania and Virginia accept credits when the work is done under the direction of regularly organized extension divisions. Alabama, Chicago, Kansas and Missouri accept credits from institutions that are members of the Association of American Universities. Kentucky, Michigan, Tennessee, Washington State College accept credit from any institution maintaining high standing. Colorado, Minnesota, Missouri, Nebraska and South Dakota accept credits from their fellow-members in the National University Extension Association. No correspondence or home study credits are accepted by the following: Columbia, Harvard, Mississippi A. and M., University of Pennsylvania and Virginia. If the institution itself accepts credit from its own extension division the following

will accept such credits in transfer: Arizona, California, Chicago, Kentucky, Michigan, Nebraska, North Carolina, Oregon, Tennessee, West Virginia and the University of Washington.

The following institutions limit the number of extension credits they will accept: Chicago, 18 majors or about 60 hours; Colorado, one fourth of the requirements for the A.B. degree; Kansas, 60 hours; Kentucky, 32 hours; Michigan, 15 hours; Texas, 60 hours; Washington University, St. Louis, none after the sophomore year.

Generally, the institutions require one year of residence work for graduation, the year usually being the senior, but in practically all cases extension courses do not count as residence work. A few exceptions may be noted; at the Indiana University a year's work for the Master's degree may be taken in extension and counted as residence work; in Minnesota extension courses offered in St. Paul, Minneapolis and Duluth are accepted toward the residence requirements for the A.B. degree; in Oregon extension courses in Portland are considered residence work. Syracuse, Wisconsin, and Yale have a similar policy.

That directors of extension recognize the importance of closer uniformity in the organizing and administering of courses is evident in the following resolution adopted at the meeting of the National University Extension Association, May 1924:

(a) *Character and Content of Extension Courses.* The content of extension credit courses shall be practically equivalent to that of similar courses offered in residence. Such courses shall be approved by the head of the department directly concerned and such other authorities as the rules of the institution provide for, and also the names and numbers of such courses shall appear in the proper place in the general announcement.

(b) *Conditions of Admission to Extension Courses.* Students shall be admitted to extension credit courses, provided that they satisfy the proper official that they can pursue the courses with profit, and provided that they pay the regulation fee.

(c) *Time Allotted for Extension Class Work.* In the case of direct class instruction extension credit courses shall involve practically the same number of hours of class instruction as are devoted to similar classes in residence, and in the case of correspondence study the extension courses shall be equivalent in scope to that of the corresponding courses offered on the campus.

(d) *Examinations.* No student shall be given credit in any extension credit course unless he satisfies the instructor of his mastery of the course by means of a thorough examination or any other suitable test.

(e) *Extension Instructors.* All instructors of extension credit courses shall be members of the regular university faculty or shall be appointed as non-resident members of the faculty, their names to appear in the regular faculty list.

(f) *Credits.* Students who pursue an extension credit course and who meet all the requirements laid down with reference to attendance, class work, and examinations shall be given the same credit as that given for a similar course conducted in residence.

(g) *Records.* In recording extension credit courses it is suggested that note shall be made that such credits were earned through extension work, either by direct class instruction or by correspondence study.

How the Number and Kind of Courses are Determined

The findings of the inquiry that the largest number of courses were offered in English, education, engineering, commercial subjects, romance languages, history and mathematics raise the question of how the number of

courses in each institution are determined. During visits at the Universities of Texas, Indiana, Chicago, Wisconsin, North Carolina, and in Boston, where the directors of the Massachusetts Commission of Education and the Massachusetts Department of Education were interviewed this question was asked, and the answers given probably represent conditions in other institutions. The availability of instructors is an important factor. Many university teachers are still loath to undertake extension teaching, and therefore the director is compelled to list courses that the regular campus faculty is willing to offer beyond the campus. In the few instances where separate extension faculties are employed this difficulty is largely overcome.

It was found also that the university teachers regard certain courses as unsuitable for extramural study, and that such instruction is limited to courses that in the instructors' opinion can advantageously be pursued beyond the university. That in many instances this is true will be readily admitted. Elsewhere in this report more detailed reference will be made to this difficulty. One need bear in mind, however, only the fact that courses of university standards depend largely on ample library facilities, and consequently where the extension student does not have access to necessary supplementary or reference material it will be impossible for him to profit from a course. The University of Michigan wisely limits its extension courses to those in which adequate library material is available.

A variety of demands is likewise responsible for the number of courses offered. It is not surprising that English should be a favorite. When it is known that about sixty percent of all extension students are teachers the high percentage of courses in education also is to be expected. Engineering and commercial courses respond to vocational needs, and again their number may be con-

sidered normal. At first glance it may be difficult to account for the popularity of courses in romance languages, history and mathematics, but many of these are pursued by teachers and students interested either in a college degree, or in greater fitness for service in these fields. Others than teachers find these courses necessary toward a college degree. Elsewhere in this report the fact is noted that practically all extension courses are credited toward a Bachelor's degree, and in some instances toward higher degrees. This fact explains in part the large number of courses in these subjects. In other words, one may rightly conclude that the demand for the most popular courses is chiefly vocational in the sense that they contribute to the attainment of some business or professional career. Recalling the historical fact that in England extension service began as a response to demands from women teachers and workingmen, both of whom were prompted by ambitions to improve in their respective vocations, and that in this country similar motives stimulated such demands, it is interesting to find that university extension continues its original purpose.

Another reason for the large number of the courses under consideration lies in the size of the respective departments. English usually requires a larger group of teachers than any other department in a university. Schools of education in the larger universities usually have large faculties, a fact that is likewise true of schools or colleges of engineering. The universities offering the largest number of commercial courses in 1923-1924 were California, Columbia, Minnesota, New York University, North Carolina, Syracuse, Texas, Utah, Washington (St. Louis) and Wisconsin, all of them amply able to maintain staffs of instruction in these subjects. The departments of romance languages history and mathematics are as a rule among the major departments of a university. Logically one would expect that all of these

departments would contribute more courses than any other one department.

The foregoing reasons for the popularity of the courses named, namely, availability of teachers, adaptability of courses, variously motivated demands on the part of the public, and the size of the department, were stated by the directors interviewed as controlling the number of extension courses offered during a single year.

Summary

Summarizing the chapter brings into somewhat clearer light what is meant by university extension at present. It is a form of adult education that offers sustained instruction principally in English, education, engineering, commercial subjects, romance languages, history and mathematics, there being also a considerable number of courses in philosophy, psychology, sociology and ancient languages, all of these offerings being determined by the availability of the course to extramural teaching, the size of a university department, and public demand, the latter being largely vocational but the courses, in the main, of a broadening content, most of them being credited toward degrees. The university meets public demand by means consistent with its own standards of what constitutes education and within limits that have been set for the university by circumstances which often the university cannot control.

PROBLEMS FOR FULLER STUDY

1. Study of content of courses showing the differences of organization between credit and non-credit extension courses and between especially prepared extension courses and campus courses.
2. Differences between an academic organization of material and a popular organization based chiefly on public demand.
3. Differences of organization between correspondence and extension class courses.

4. To what extent are the courses sequential within a curriculum arranged for various kinds of students?
5. More accurate information regarding the reasons for the number of courses offered.
6. Are the courses organized with the limitations of library facilities in mind?
7. Does the Director of Extension require and is he able to obtain from each instructor a detailed outline of each course offered? In addition to the catalogue announcement are such outlines available for distribution to inquiring and registered students?
8. By whom are correspondence courses prepared?

APPENDIX

TABLE NO. 7 SHOWING NUMBER OF EXTENSION COURSES

College	Agri		Anc. L.		Art		Astr.		Chem.		Com.	
	Cr.	Cl	Cr.	Cl.	Cr.	Cl	Cr	Cl	Cr.	Cl	Cr.	Cl.
1. Alabama			2						1			
2. Arizona	6		10		1		2				2	
3. Arkansas	1		5				3		2		2	
4. California		1	8	12	2	21	3	1		1	19	54
5. Chicago			61		5		5		7		6	
6. Colorado			6		5		2		6		11	
7. Columbia	3	14	10	54		51	1	2		15	17	111
8. Columbia T. C.						18				3		
9. Florida	23		4		2						10	
10. Indiana			15				4				14	
11. Iowa State												
12. Iowa University			1						2			
13. Kansas			12				1		7		11	
14. Kentucky	2		22								6	
15. Mass. Com.								1				
16. Mass. Dept.	1	1	6			1		1			25	16
17. Boston College				2								10
18. Boston Univ.						2						6
19. Harv. & Boston				2								
20. Simmons						1						
21. Mass. Tech.												
22. Minnesota			19	3		14	2	1		5	8	33
23. Missouri	24		7		1		1		1		2	
24. Nebraska	3		5		4						2	
25. New York Univ.										4		36
26. North Carolina	4		2				2				7	13
27. North Dakota			14				1				17	
28. Ohio State	23											
29. Oklahoma	2		20								8	
30. Oregon											2	
31. Penn. State												
32. Penn. Univ.		1		2		2				1		17
33. South Dakota			9								8	
34. Syracuse		1		3		1				4		33
35. Tennessee	10		10								3	
36. Texas			20				4				23	
37. Utah				1		4					7	13
38. Virginia												1
39. Wash. State	2		2			25					1	
40. Wash. U. (STL				6			2			8		47
41. Wisconsin			20				1		2	4	22	23
42. Yale												
Total	104	18	290	85	20	140	30	10	28	45	233	413

During 1923-1924 in 42 Institutions. Part I.

Econ.		Educa.		Eng.		Engl.		Forest.		Geog.		Geol.		Germ.	
Cr	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.
1		6		2		3								6	
2		5		1		4						2		4	
1		17		40		14						1		8	
3	10	15	88	14	72	27	110			1	3	2		30	40
9		56		10		63		1				6		17	
1		15		34		28				8				4	
3	12	4		2	37	17	157			1	9		9	1	54
			57		8		8								
2		17		2		14									
10		22				40				7		1		9	
		4		19											
10		14		5		21								8	
4		11		12		23						1		11	
4		21		2		20								8	
	1						8						2		2
4		12	22	54	52	20	23			1	1				
							5								
							29						1		4
			26												
					30										
11		11	7	23	91	29	28			1	4			24	10
1		13		1		7								7	
5		14		6	22	18				5		1		12	
	4		69		2		15				2	2	1		
5	2	23	32	5		19	13			2		1		1	
2		9				26				3		1		7	
				2											
3		21		3		25				2				5	
7		15				33				4		2		6	
	2						12				4				
	2		22				31				8				1
3		9				11								7	
	2		9		20		15				4				2
4		18		18		17				2		2			
9		12		12		23				3				13	
1	1	23	4		1	13	12						2		
	1		6				3				1		1		
		8				10									
	3		3		34		37				3	1	4		6
13	3	14	8	117	23	33	10	8		3				17	
			11												
118	43	409	364	384	392	558	516	9		43	40	22	20	205	119

TABLE NO. 7 SHOWING NUMBER OF EXTENSION COURSES

College	Hist.		H. Arts		Law		Math.		Mus.		N. Sci.	
	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.
1. Alabama	4						2					
2. Arizona	7		1				12		1		3	
3. Arkansas	9		2				14		2			
4. California	18	43	7	15			24	31	7	10	1	15
5. Chicago	30		4				17				25	
6. Colorado	13		4				36		3		4	
7. Columbia	4	53				13	19	15		20		14
8. Columbia T. C.		2		30					1	22		5
9. Florida	5						11		6			
10. Indiana	26		5				17		8			
11. Iowa State												
12. Iowa University	21						6		3			
13. Kansas	10		3				15		3		7	
14. Kentucky	10						12				4	
15. Mass. Com.		3								1		2
16. Mass. Dept.	10	10	7	9			8	8	1	3	1	2
17. Boston College.						1		2				
18. Boston Univ.		11				2		5		12		
19. Harv. & Boston												
20. Simmons				9								
21. Mass. Tech.												
22. Minnesota	16	7	1	5		1	12	9	1	1	1	
23. Missouri	8		5				5				3	
24. Nebraska	22		1				11				9	
25. New York Univ.		5		22				11		3		4
26. North Carolina.	9	12					5	4	5	4		
27. North Dakota.	16						7				3	
28. Ohio State												
29. Oklahoma	34		8				15		6		4	
30. Oregon	5						13				7	
31. Penn. State		6		8				2		4		7
32. Penn. Univ.		10						7				
33. South Dakota.	9						3		8			
34. Syracuse		2		3				11				2
35. Tennessee	16						11					
36. Texas	35		1				34				12	
37. Utah	3	2		1		2	3	2		2		4
38. Virginia		1								1		
39. Wash. State	5						5					
40. Wash. U. (STL)		20		14		1		15		5		
41. Wisconsin	23	5	26	3		4	34	13	7		10	
42. Yale												
Total	368	192	75	119		24	351	135	62	88	94	55

During 1923-1924 in 42 Institutions. Part II.

Phil.		Phys.		Psych.		Relig.		Rom. L.		Soc.		Voc. Ed.		Total
Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	Cr.	Cl.	
1				1				16						45
3		1		1				19		2		2		91
3		1		5				4		3				135
3	7	6	6		6			20	106		7		13	882
11		2		6		47		27		14				429
9		6		7				30				10		242
8	22		5	3	21	5	3	23	98	1	21		8	940
											1		6	161
1				1				6		3		6		113
2				2				18						200
												3		26
1				1				13		12				118
4		4		1				20		4		18		182
								9		3				123
	1				1				7					29
					1			9	13	2	3	17	22	366
	2								4		1			27
	2		4		5				18		5		6	113
														28
														10
														30
	3	6	7	3	3			15	12	7	9		3	446
		4		1				6		6				103
1		1		3				8		2				155
			4		3				12		2		1	202
3	4			3	6			6	4	11	12			219
		1		3				8		8				126
														25
3				6		2		27		9				203
		4		3				2		1				104
									8					53
	1						1		6		3			115
4								9		2				82
			1						7		3		1	124
				2				10						123
3		3		4				33		3				247
5		2			1				6	7	2			124
							2		6				2	25
				2						4		2		66
	2		4		7				14		3			238
2		7	3	1	1			19	8		4		7	498
														11
67	44	48	34	59	55	54	6	357	329	104	76	58	69	7581

TABLE NO. 8 SHOWING NUMBER OF EXTENSION COURSES IN

College	Agr. Ed.		Art. Ed.		Cl. Mngt.		Ed. Psy.	
	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.
1. Alabama								
2. Arizona								1
3. Arkansas		1						3
4. Boston & Harvard							2	
5. California			1				14	2
6. Chicago								5
7. Colorado								
8. Columbia								
9. Columbia T. C.							5	
10. Florida								1
11. Indiana								1
12. Iowa State								
13. Iowa University								2
14. Kansas								1
15. Kentucky		1						1
16. Massachusetts Dept.							1	1
17. Minnesota							1	1
18. Missouri								4
19. Nebraska								
20. New York Univ.							9	
21. North Carolina					2	1	3	2
22. North Dakota								1
23. Oklahoma		1						5
24. Oregon								5
25. Pennsylvania Univ.					1		3	
26. South Dakota								
27. Syracuse							2	
28. Tennessee								1
29. Texas								3
30. Utah							1	2
31. Virginia							1	
32. Washington Univ.								
33. Washington State C.								
34. Wisconsin							2	4
35. Yale							1	
Total		3	1		3	1	45	46

EDUCATION DURING 1923-1924 IN 35 UNIVERSITIES. PART I.

Ele. Ed.		Hghr. Ed.		His. Ed.		Intro. Ed.		Indus. Ed.		M. of Teach	
Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.
					1						
	1				1						
3										8	
6					2					18	1
	3				6		2		1		21
					3						1
											3
										11	
											7
	1		1		2						10
									3		1
					2						3
	1				2						2
					2				5		2
										13	8
	1				2				2	2	1
	1				1						3
					2						1
1				8						33	
				4	5					3	1
					2						1
	1				2		1		1		3
					1						6
1				4		1				4	
					2		2				1
				1						1	
	1				2				5		2
					3		1				2
					1						4
										5	
									1		1
	1				2					3	1
4										3	
15	11		1	20	46	1	6		18	104	86

TABLE No. 8 SHOWING NUMBER OF EXTENSION COURSES IN

College	Phil. Ed.		Phys. Ed.		Rural Ed.		Schl. Ad.	
	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.
1. Alabama		1				2		
2. Arizona						1		1
3. Arkansas		1				3		
4. Boston & Harvard	2							
5. California	9	3	16	1	2		3	4
6. Chicago		6				2		1
7. Colorado		6				2		
8. Columbia								
9. Columbia T. C.	3		31					
10. Florida		3		1				2
11. Indiana		2						
12. Iowa State								
13. Iowa University		3						
14. Kansas		1		3				
15. Kentucky		2				1		5
16. Massachusetts Dept	6	3						
17. Minnesota	2	1	2	1				1
18. Missouri								1
19. Nebraska				1		1		4
20. New York Univ.	9		3					
21. North Carolina	8	5			2	1	2	
22. North Dakota						1		1
23. Oklahoma		2						2
24. Oregon								2
25. Pennsylvania Univ.	2						1	
26. South Dakota				1				1
27. Syracuse	1						1	
28. Tennessee		1		2		2		
29. Texas		1						1
30. Utah	1	3	2	4		5		1
31. Virginia								
32. Washington Univ.	2							
33. Washington State C		1						
34. Wisconsin		1					2	
35. Yale							2	
Total	45	46	54	14	4	21	11	27

Total Class Courses—364. Corres. Courses—409. Grand Total—773.

EDUCATION DURING 1923-1924 IN 35 UNIVERSITIES. PART II.

Sch. Mgmt.		Second. Ed.		Superv.		Tes. & Mea.		Voc. Guid.		Total
Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	
			3							6
			1							5
	2		2		1		2			17
1		5				3		2		26
		7	2			8		4		103
			3		2		3		1	56
			2						1	15
			1							4
		4		1		2				57
			1						2	17
			4				1			22
										4
			2		1		1			14
			1							11
			2							21
						1		1		34
	1									18
	1						2			13
			2		2		1			14
		2		1		1		2		69
2	2	2	4			4	2			55
	1		2							9
			1				1		1	21
			1							15
1		2				1		1		22
			1				1			9
1		1				1				9
							2			18
	1									12
			3							27
										6
1										3
			3				1		1	8
			2		1	1	2			22
		1								11
6	8	24	43	2	7	22	19	10	6	773

TABLE No. 9 SHOWING NUMBER OF CREDIT AND NON-CREDIT CORRES

College	Agri.		A. Lan.		Art		Astr.		Chem.		Com.	
	Cr.	Non.	Cr.	Non.	Cr	Non.	Cr.	Non.	Cr.	Non.	Cr.	Non.
1. Alabama ...			2						1			
2. Arizona	6		10				2				2	
3. Arkansas ...	1		4				1		1		2	
4. California ..			1	7	2		3					
5. Chicago			50		5		5		7		2	3
6. Colorado ...			6		4	1	2		6		5	6
7. Columbia ..				10				1				17
8. Florida	5	15			2						1	7
9. Indiana			10				4				10	
10. Iowa State..												
11. Iowa Univ..			1						2			
12. Kansas			11	1			1		5		3	8
13. Kentucky ..			12									
14. Mass. Dept..		1		6		2				1	9	16
15. Minnesota .			19				2				7	
16. Missouri ...	6	18	5		1				1		2	
17. Nebraska ..	2		1		4						1	
18. N. Carolina.	4		2								7	
19. N. Dakota..			12				1				11	1
20. Oklahoma .			16								4	4
21. Oregon											2	
22. S. Dakota ..			9								8	
23. Tennessee ..	3	7	2								3	
24. Texas			20				4				21	2
25. Utah											7	
26. Wash. State.	2		2									1
27. Wisconsin ..			10					1	2			22
28. Ohio State..		23										
29. Boston Univ.												
Total	29	64	205	24	18	3	25	2	25	1	107	87

PONDENCE COURSES DURING 1923-1924 IN 29 INSTITUTIONS. PART I.

Econ.		Edu.		Eng.		Engl.		Forest.		Geog.		Geol.	
Cr.	Non	Cr.	Non.	Cr.	Non.	Cr.	Non.	Cr.	Non.	Cr.	Non.	Cr.	Non.
1		6		2	1	3							
2		6		1		4						2	
1		16		40		9	1					1	
3		14	1	3	11	16	11				1	1	1
9		56		10		51	5	1				5	
1		15		29	5	26				8			
	3		4		2		17				1		
2		17			2	9	1						
10		22				35				5		1	
		3	1		19								
10		14		4	1	21							
4		12		10	2	14	4			1		1	
4		20			2	13							
3	1	1	3	29	25	10	8				1		
11		10	1	23		21				1			
1		13		1		7							
5		14		3	1	10	1			5		1	
5		21				10				2		1	
2		11		5		22				1		1	
3		17		2		16				1			
		15		3		16	4			3	1	2	
3		9				11							
4		12	6		18	7	2			2		2	
9		9		12		18				2			
1		22	1			11							
		8				10							
11	2	12	2	12	113	23	10			3		2	
		4	4										
105	6	379	23	189	202	393	64	1		34	4	20	1

TABLE NO. 9 SHOWING NUMBER OF CREDIT AND NON-CREDIT CORRES

College	Germ.		Hist.		H. Arts		Math.		Music		N. Sci.	
	Cr.	Non.	Cr.	Non.	Cr.	Non.	Cr.	Non.	Cr.	Non	Cr.	Non.
1. Alabama ...	6		4				2					
2. Arizona	4		7		1		12		1		3	
3. Arkansas ...	6		4		2		11		2			
4. California ..	30		12	6		2	22	2	6	1	1	
5. Chicago	17		40		4		12				24	
6. Colorado ...	4		12			4	32		3		4	
7. Columbia ..		1		4				19		1		
8. Florida							7		5	1		
9. Indiana	9		22		5		13		8			
10. Iowa State..												
11. Iowa Univ..	8		21				6		3			
12. Kansas	11		5		2	1	10		2	1	7	
13. Kentucky ..	4		4				6				3	
14. Mass. Dept..			6	3	1	5	3	3		1		1
15. Minnesota .	24		14		1		7		1			1
16. Missouri ...	7		8		5		5				3	
17. Nebraska ..	12		16		1		5				7	
18. N. Carolina.	1		9				5		5			
19. N. Dakota..	7		11				3				1	
20. Oklahoma .	5		25		8		11		6		3	
21. Oregon	6		3				6	1			5	
22. S. Dakota ..	7		9				3		8			
23. Tennessee ..			7				2					
24. Texas	13		33		1		28	1			12	
25. Utah			3									
26. Wash. State.			5				3	2				
27. Wisconsin ..	17		18	1	4	22	16	13	5	2	9	1
28. Ohio State..												
29. Boston Univ.												
Total	198	1	298	14	35	34	230	41	55	7	82	3

Total Credit—3042. Non-Credit—674. Grand Total—3716.

PONDENCE COURSES DURING 1923-1924 IN 29 INSTITUTIONS. PART II.

Phil.		Phys.		Psych.		Relig.		Rom. L.		Soc.		Voc.		Total
Cr.	Non.	Cr.	Non.	Cr.	Non.	Cr.	Non.	Cr.	Non.	Cr.	Non.	Cr.	Non.	
1				1				16						46
3		1		1				19		2		2		91
3		1		5				4		3				118
3		4	2					18	2					186
11		2		6		47		27		14				413
9		6		7				30					10	235
	8				3		5		23		1			120
1				1				6		3			5	90
2				2				10						168
													2	25
				2				13		12				118
1		4		1				20		4			18	154
4								9		3				84
								9		2		1	12	163
		4	2	3				15		6				173
		4		1				6		5				99
				3				8		2				102
3				3				6		11				95
		1		3				8		6				107
3				4		2		23		8				161
		3		2				2		1				75
4								9		2				82
				2				10						89
3		3		4				33		3				231
5										1				51
				2						4				39
2		5		1				19						360
														23
														8
58	8	38	4	54	3	49	5	320	25	92	1	3	47	3716

TABLE No. 10. SHOWING NUMBER OF CREDIT AND NON-CREDIT CLASS EXTENSION COURSES DURING 1923–1924 IN 20 INSTITUTIONS

PART I

College	*Agri.*		*A. Lang.*		*Art*		*Astr.*		*Chem.*		*Comm.*		*Econ.*		*Edu.*		*Eng.*		*Engl.*		*Geog.*		*Geol.*		*Germ.*	
	Cr.	*Non*	*Cr.*	*Non*	*Cr.*	*Non*	*Cr.*	*Non*	*Cr.*	*Non*	*Cr.*	*Non*	*Cr.*	*Non*	*Cr.*	*Non*	*Cr.*	*Non*	*Cr.*	*Non*	*Cr.*	*Non*	*Cr.*	*Non*	*Cr.*	*Non*
1. Cal.		1	12		12	9		1		1	32	22	7	3	78	10	2	70	72	38	3				40	
2. Colum.	6	6	50	4	50		2		15		110		12				31		163		9		9		60	
3. T. C.					18				3						51	3			8							
4. Mass. Dept.		1						1			6	10	4	3	16	4	35	15	15	8						
5. Mass. Com.							1			1			1								1		2		2	
6. Bost. Col.												10								5						
7. Bost. U.			2			2					6								25	2	1		1		4	
8. Bost. U. and Harv.															26											
9. Minn.			3		14		1		5		32	1	2		5	2	91		28		4				5	
10. N. Y. U.									2		35	1	4		66	3	22		15		2		1			
11. N. Car.											13				32		2		13							
12. Ohio St.						1											8									
13. Penn St.					2								2						12		4					
14. Penn. U.	1			2							17		2		22				31		8				1	
15. Syracuse		1				1			4		33		2		9		8	12	4	7	4				2	
16. Utah			1		4						5	8	1		1	1		1	6	4				2		
17. Va.											1		1		2	4			3							
18. Wash. U.			6			24	2		8		43	4	3		2	1	7	27	35	2	3		4		6	
19. Wisc.									4			23	2	1	8		5	18	7	3						
20. Yale					1										8				2							
Total	7	9	74	6	101	37	6	2	41	2	333	79	43	7	326	28	212	143	439	69	39		17	2	120	

TABLE No. 10. SHOWING NUMBER OF CREDIT AND NON-CREDIT CLASS EXTENSION COURSES DURING 1923–1924 IN 20 INSTITUTIONS

PART II

College	Hist.		H. Arts		Law		Math.		Music		N. Sci.		Phil.		Phys.		Psych.		Relig		Rom L.		Soc.		Voc.		Total
	Cr.	Non	Cr.	Non	Cr.	Non	Cr.	Non	Cr.	Non	Cr.	Non	Cr.	Non	Cr.	Non	Cr.	Non	Cr.	Non	Cr.	Non	Cr.	Non	Cr.	Non	
1. Cal.	42	1	5	10			28	3	8	2	11	4	3	4		6	6				104	2	7			13	672
2. Colum.	53				13		11		20		14		22		5		21		3		78	20	24		9		820
3. T. C.	4		29	1					22		5												1		6		151
4. Mass. Dept.	6	4	1	8			3	5		3		2					1				11	3	3		2	17	188
5. Mass. Com.	3								1		2		1				1				7						23
6. Bost. Col.						1		2						2								4		1			25
7. Bost. U.	11				2		5		7	5			2		4		5				18		5		6		113
8. Bost.U. and Harv.																											26
9. Minn.	7		5			1	7		1				3		7		3				12		9		3		251
10. N. Y. U.	5		11	11			7	4	3		4				3	1	3				12		2	1	1		219
11. N. Car.	12						4		4				4				6				4		10				104
12. Ohio St.																											9
13. Penn St.	6		8				2		4		7										8						55
14. Penn U.	10						7												1		6		2				111
15. Syracuse	2		1	2			7				2				1						5		3			1	111
16. Utah	2		1		1	1		2	2		4						1				6		2				56
17. Va.	1										1				2	2			2		6				2		27
18. Wash. U.	18	2	2	12		1	6	4			5		2				6	1			14		3				253
19. Wisc.	5		2	1		1	10	30							2	1	1				8		4		2	5	116
20. Yale	2						1														2						16
Total	189	7	65	45	16	5	98	23	72	10	55	6	38	6	24	10	54	1	6		301	29	75	2	31	36	3346

Total credit courses—2782. Non-credit—564. Grand Total—3346

TABLE NO. 11 SHOWING THE PERCENTAGES OF CREDIT AND NON-CREDIT COURSES AMONG 27 SUBJECTS

Subject	Correspondence		Class	
	Credit	Non-Credit	Credit	Non-Credit
Agri.	1%	9%	.002	2
Art	.006	(3 courses)	3	7
Anc. Lang.	7	4	3	1
Astr.	.009	(2 courses)	.002	(2 courses)
Chem.	.008	(1 course)	1	(2 courses)
Commer.	4	13	12	14
Econ.	4	.009	2	1
Educ.	13	3	11	5
Engineer.	6	30	7	25
English	11	9	16	12
Geog.	.008	(4 courses)	1	(no courses)
Geol.	.007	(1 course)	.006	(2 courses)
Germ.	7	(1 course)	4	(no courses)
Forest.	(1 course)	(no courses)	(no courses)	(no courses)
History	10	2	7	1
H. Arts	1	5	2	8
Law	(no courses)	(no courses)	.006	.009
Math.	8	6	4	4
Music	2	1	2	2
Nat. Sci.	3	(3 courses)	2	1
Phil.	2	1	1	1
Physics	1	(4 courses)	.009	2
Psychol.	2	(3 courses)	2	(1 course)
Relig.	2	(5 courses)	.002	(no courses)
Rom. Lang.	10	4	10	5
Sociol.	3	(1 course)	3	(2 courses)
Voca.	(3 courses)	7	1	7

TABLE NO. 12 SHOWING THE PERCENTAGES OF CREDIT AND NON-CREDIT COURSES WITHIN EACH OF 27 SUBJECTS

Subject	Correspondence		Class	
	Credit	Non-Credit	Credit	Non-Credit
Agri.	31	69	44	56
Art	86	14	73	27
Anc. Lang.	89½	10½	92	8
Astr.		(2 courses)		(2 courses)
Chem.		(1 course)		(2 courses)
Commer.	55	45	81	19
Econ.	87	13	86	14
Educ.	94	06	91	9
Engineer.	48	52	60	40
English	84	16	86	14
Geog.	89	11		none
Geol.				(2 courses)
Germ.		(1 course)		none
Forest.	only one course and cred.		(no courses)	
History	95½	4½	96	4
H. Arts	51	49	60	40
Law	none listed		76	24
Math.	85	15	81	19
Music	96	4	84	16
Nat. Sci.	96	4	90	10
Phil.	91	9	86	14
Physics	90	10	71	29
Psychol.	95	5		(1 course)
Relig.	91	9		none
Rom. Lang.	93	7	91	9
Sociol.		(1 course)		(2 courses)
Voca.	6	94	46	54

CHAPTER FIVE

ENROLLMENTS AND OCCUPATIONAL STATUS OF STUDENTS

Enrollments

Approximately 150,000 persons are matriculated in 41 university extension divisions, this total including both correspondence and extension class courses as estimated from Tables No. 15, 16, 17 (in the appendix). A complete survey of all academic institutions engaged in extension work, including the smaller colleges, teachers colleges and normal schools, and several municipal universities not included in this preliminary inquiry probably would bring this total up to 200,000. During the inquiry attempts were made to obtain data showing the growth of university extension within the last fifteen years, but it was soon discovered that in many instances the number of students and the number of subject enrollments were not separated. A comprehensive comparison, with a curve of progress plotted on the basis of the number of persons listed, is therefore omitted. That the progress has been enormous, however, can be inferred from the study made of subject enrollments, i.e., the demand for courses as indicated by registrations in the various courses as illustrated in the universities of California and Chicago. Tables Nos. 16 and 17 in the appendix give these data for several institutions. A clear picture of the growth of university extension depends upon a sharp differentiation between matriculants and

registrations or enrollments, the former referring to the number of students within the extension division and the latter to the distribution of enrollment in the courses. If each institution would compile such data the results would indicate to what extent the university is serving the state and what the citizens desire in education.

At the University of Chicago during 1914-1915 there were 1,465 enrollments in English; in 1923-1924 there were 2,424. Comparing other enrollments in the subjects found most popular in the preceding chapter and for the same years, interesting progress is noted: mathematics, 365 and 711; education, 276 and 1,940; history and political science, 369 and 822. During 1914-1915 the following courses had the largest enrollments, in the order named: English, 1,465; mathematics, 365; education, 276; history and political science, 369; German, 313; romance languages, 292; Latin, 251. During 1923-1924 the rank order was as follows: English, 2,424; education, 1,940; history and political science, 822; mathematics, 711; romance languages, 629; political economy, 428. Engineering and commercial subjects have not been offered at the University of Chicago.

In the Massachusetts Department during 1922 and 1923 the most popular courses were: English, 5,198; romance languages, 3,235; music, 2,781; commercial subjects, 2,705; engineering, 2,060; vocational, 1,296. During 1924-1925 they were: English, 5,212; romance languages, 3,748; music, 3,187; commercial subjects, 2,765; engineering, 2,698; education, 1,989. Excepting education, the order for the two years remains the same.

At the University of Texas during 1922-1923 the enrollments were as follows: English, 727; romance languages, 607; education, 427; history, 394; mathematics, 364; commercial subjects, 229. During 1924-1925 the following order is found: romance languages, 478; Eng-

lish, 433; history, 248; mathematics, 238; education, 194; economics, 156.

Indiana University enrollments offered the following order during 1922-1923: Education, 1,701; history, 1,563; English, 1,044; natural science, 546; romance languages, 282. During 1924-1925, English, 2,408; education, 1,212; history, 1,152; psychology, 453; natural science, 319.

At the University of California for the same periods the enrollments were: economics 4,751 and 3,875; romance languages, 6,615 and 4,777; English, 3,501 and 3,630; public speaking, 2,080 and 1,706; technical subjects, 1,159 and 1,717; education, 1,019 and 4,981. At the University of Wisconsin the comparison shows the following figures for the same years: commercial subjects 3,172 and 1,767; engineering, 2,659 and 2,455; English, 979 and 1,804; mathematics, 898 and 1,237; romance languages, 408 and 446; education 404 and 1,339.

Lacking complete data, Table No. 20 (in the appendix) may serve to indicate in a general way the popular demand for extension courses within the last three years. The Table suggests the kind of information that a comprehensive survey would supply with greater accuracy. In its incomplete form the Table shows the present trend among five representative institutions in widely scattered sections of the United States. The six most popular subjects among these institutions are, in the order of their ranking, English, romance languages, education, mathematics, history and engineering. With the exception of commercial subjects these subjects are the same as those found to have the largest number of courses in Chapter IV. Recognizing the incompleteness of the data and the impossibility at the present stage of the inquiry of their being wholly accurate, one may conclude tentatively that adult education in terms of the kinds of courses adults choose means the group just mentioned.

A much more refined study perhaps would result in a revised list but in view of the reasons given by directors in the preceding chapter it is safe to guess that the present grouping of most popular subjects would not be greatly changed.

Mortality

The foregoing data, however, do not tell the complete story. They may be accepted as indicating the kind of courses adults choose for various reasons when they matriculate as extension students, thus showing the public's demand. They do not represent what happens after the student has registered and therefore are in no sense an accurate or complete picture of how the university is serving the public through extension courses. Such a picture depends in part upon mortality figures, upon data that show student interest and persistence and the holding power of the university.

Tables No. 20-30 present startling figures. Almost everywhere throughout the table they appear. Only a few illustrations need be given. At the University of Texas, for example, the mortality in ancient languages over three years was 56%; in English, 53%; in education, 46%; in commercial subjects, 31%; in history, 16%; romance languages, 26%; mathematics, 31%. At the Massachusetts Department, in English, 62%; in education, 31%; in history, 53%; romance languages, 62%. At the University of Chicago, in English, 26%; in education, 20%; history, 25%; romance languages, 24%; mathematics, 30%. At the University of Wisconsin, English, 43%; education, 36%; history, 55%; romance languages, 46%; chemistry, 78%.

A much more detailed study would require careful interpretations of these mortality figures. At the present stage of the inquiry such interpretation is difficult. Mortality may mean that the student drops a course im-

mediately upon registration, after attending one meeting or attempting one assignment. It may mean that the student drops out after the first two or three weeks or that he fails to complete the course either by not taking the final examination or by postponing its completion until another term. In some extension divisions a student who is absent from three class meetings is automatically dropped unless sickness or other reasons be accepted as valid excuses. It is frequently true that enrollment, completion and suspension are overlapping from term to term or year to year in correspondence courses. Registrations or enrollments that have been dropped and so recorded may be renewed and included in the gross totals for a year. The directors at the University of Chicago and Massachusetts Department call attention to this confusion.

For the present the mortality figures mean only that for various reasons the public demand for a course is not to be judged simply by enrollment but by sustained interest in the subject as organized and taught by the university. Here as elsewhere in studies dealing with educational administration attendance is far more important than enrollment. One cannot rightly judge the scope of extension influence merely by giving enrollment data.

Occupational Status of Students

Especially significant are the facts pertaining to the occupational status of extension students. Who are interested in adult education? Are they interested because the need of maintaining a livelihood compels them to study this or that subject? Do extension courses attract all classes of citizens or principally certain groups? Answers to questions such as these throw a powerful light on the character and scope of extension courses.

At the Universities of Chicago, Indiana, North Caro-

lina, Oregon, Wisconsin, Texas, the Massachusetts Commission and the Massachusetts Department 60% of the extension students are teachers. For example, in a random sampling of 1,316 enrollments at the University of Texas, 705 are teachers. The next largest group is listed as "no occupation" (235) and the third largest is students, 141. At the universities of Chicago and Wisconsin an examination of alphabetical files, several letters being taken at random, showed that approximately 60% of the course enrollments were marked "teacher." Similar data were found at Indiana University, 77 out of 100 students being teachers during 1922-1923, 62 out of 100 during 1921-1924 and 40 out of 100 during 1924-1925. At the University of North Carolina during 1923-1924, out of 1,464, 839 were teachers. The Massachusetts Commission reports that in 1921-1922, out of 943 students 408 were teachers, in 1922-1923, out of 1,340 students 543 were teachers and in 1923-1924 the proportion was about the same—of 1,225 students 437 were teachers.

In these universities aside from the "no occupation" group (i.e., no occupation was stated) the largest group is made up of commercial workers, such as clerks, bookkeepers, stenographers. An exception appears at the University of North Carolina due to short intensive courses for physicians, the number of these matriculating during 1922-1923 and 1923-1924 being 381 and 187 respectively. The accompanying Tables 13 and 14 give two types of classification at the universities of North Carolina and Texas:

Classifications at the University of Indiana include clerks, laboratory technicians, high school principals, teachers, machinists, farmers, stenographers, metal workers, nurses, housewives, dentists, secretaries, accountants, bookkeepers, editors, superintendents of schools, electricians, salesmen, and physical instructors. At the Uni-

TABLE NO. 13 SHOWING DISTRIBUTION OF OCCUPATIONS AMONG EXTENSION STUDENTS AT UNIVERSITY OF NORTH CAROLINA

Bureau of Class Instructions (Including Medical Classes) during Nov. 1, 1921—Oct. 31, 1923 (Report Year)

Occupation	No. of Students
Physicians	199
Total	199

Nov. 1, 1922—Oct. 31, 1923 (Report Year)

1. Teachers	182
2. Business Group (clerks, secretaries, merchants, etc.)	93
3. Mixed Group (socially-minded persons, largely of the leisure class)	40
4. Physicians	381
Total	696

Nov. 1, 1923—Oct. 31, 1924 (Report Year)

1. Teachers	839
2. Bankers	78
3. Manufacturers	26
4. Miscellaneous Business Group (clerks, secretaries merchants, etc.)	107
5. Mixed Cultural Group	124
6. Mixed Group (composed largely of socially-minded persons of leisure class)	103
7. Physicians	187
Total	1,464

versity of Wisconsin 289 different kinds of occupations were represented among the extension students during 1915-1916 and a similar wide scattering is found today. In addition to professional persons the university courses attract actors, baggage men, bakers, barbers, blacksmiths, brewers, bricklayers, butchers, candy makers, chauffeurs, cigar makers, collar makers; button, gear, glove and stone cutters. Educational democracy is exemplified in a student population that includes also editors and city firemen, physicians and furriers and hostlers; housemaids and college teachers; ice-cream makers and judges; livery-

TABLE NO. 14 SHOWING DISTRIBUTION OF OCCUPATIONS FROM AMONG 1316 REGISTRATIONS IN THE OPEN FILES AT UNIVERSITY OF TEXAS.

Occupation	No. of Students
Bookkeeper	22
Civil Engineer	11
Clerk	51
Doctor	7
Draftsman	7
Farmer	14
Housemaker	44
Lawyer	7
Librarian	1
Lumberman	2
Machinist	4
Merchant	17
Minister	3
Nurse	1
Printer	4
Real Estate	1
Salesman	7
Secretary	5
Soldier	2
Stenographer	21
Student	141
Surveyor	2
Teacher	705
Train Conductor	1
Weather Bureau	1
No occupation	235

men and matrons; masseurs, missionaries, ministers and porters; nurses, salesladies, school principals; restaurant waiters, soldiers, and stewards; university regents and undertakers.

Similar lists probably could be compiled at other universities, showing the types of persons that have been attracted to systematic instruction during the last ten years.

An effort was made to learn the kinds of courses each group preferred in the universities under consideration but lack of time made this impossible. Table No. 31 (in the appendix) compiled from data sent by the director

at the Indiana University cannot be regarded as typical, but may suggest the kind of information a complete study would supply. Tables 32 and 33 should also be examined.

Ages of Extension Students

Recalling the need of defining the term adult in the first chapter of this report, it will be of interest to examine a few data regarding the ages of university extension students. Out of 1,316 students at the University of Texas 725 are in the 21-30 age group and 424 in the 31-40 group. A random sampling of 473 enrollments in the *A* to *G* files at the University of North Carolina shows that the average age of correspondence students is 28.2, and of 173 extension class students, the average is 28.1, with a range of from 19 to 69 years. Owing to lack of time it was not possible to get data from the University of Wisconsin but the dean of extension writes that the university recorder estimates that the very large majority of the extension students are between 22 and 36 years of age. The average age at Wisconsin seems to be rising, owing to the fact that an increasingly large number are taking work for university credit. The age range at the Indiana University is 14 to 82, the largest age group being 21-30. Exact figures were not available at the University of Chicago but the director was of the opinion that the average age would be in the 30-35 group. In these institutions the average age approximates 30. In the Massachusetts Department of Education, according to the director's report for March, 1924, 5,900 men and 3,200 women are from 21 to 25 years of age, 7,650 men and 3,900 women are between the ages of 25 and 35 years, and 4,600 men and 2,400 women are over 35. See Tables 34-36.

Human Interest Stories

The foregoing statistical data, while suggestive of how complete information would result in a mass picture of adult education full of arresting details, fail to provide those elements that give the picture emotional tone. The latter can best be obtained by closer contact with the adults who have been benefited by their university studies. Many pages in this report could be filled with human interest material gleaned from directors of extension in various universities. Only a few examples will be given.

A professor in a well known university enrolled in a correspondence course offered by another institution and through it acquired knowledge of the approach, organization of facts and method of teaching in a course on the labor movement. Although the head of his department, this professor was greatly helped by correspondence study under a colleague in another institution. A young mechanic in a city garage desired to improve his chances for advancement by studying higher mathematics and electricity. He became a resident student through the help of a university extension division, was invited to teach in the university after his graduation and advanced to an instructorship in an eastern polytechnical school where he now is a professor. Another man on a government vessel going around the world completed en route a course in mathematics. A university student in Manila on account of his parents' official position can continue uninterrupted university studies begun in this country and leading to a degree. Another student now resident in Cairo, Egypt, is enjoying the same privilege. A young Japanese compelled to return to his native country is continuing his university work, sending his assigned work to the university where he began his studies. Another in China is doing the same.

The following letter shows grit and appreciation:

"Dear Instructor:

Your return sheet at hand and notice my marking is very poor. This did not discourage me any as I did not expect to get 100% on the start. After I get the hang of it and get a little accustomed to it I think my marking will be better. I am handicapped this time of the year in this study as I am in the store from 7 A. M. to 11 P. M. and Sunday is my day in the country to buy cattle for the market.

I wish to state that I am very much interested in this work. I will endeavor to follow your plans and wish to thank you for all your assistance."

A young woman opened a small interior decorating shop in Milwaukee and shortly thereafter entered an extension class in Business Organization. In four months every indication pointed to her being very successful, and she attributed this in a large degree to her knowledge of sound business principles gained in the class.

While conducting a university extension class in Retail Merchandising, one of the instructors came in contact with a merchant who asked for help in reorganizing his accounting system. With the instructor's help this was done in such a way that the merchant was given an effective accounting control over his business. Within two years he had improved his financial condition very markedly. He attributed this to the help which had been given him by the instructor.

One of the most interesting stories concerning the rise of a correspondence student in Civil and Structural Engineering is that of a young man who was a ship draftsman during the war and who later became in a few years City Engineer and Commissioner of Public Works.

At the close of the war, this young man, who was then about thirty years of age, found himself out of employment because of the closing down of the shipyard in which he was

working. He immediately tried to secure another position and before long was engaged as a draftsman in the office of the City Engineer of a medium sized city.

At this stage in his career he became aware of his lack of up-to-date knowledge of reinforced concrete design, and, being desirous of improving his knowledge, he decided that further study on his part was necessary if he was to progress. It was necessary that he should pursue his studies by correspondence as he had neither the time nor the money required to spend a year or so in a good engineering college.

He selected the correspondence courses of the University Extension Division of Wisconsin as being the best of their kind in the country. He enrolled in the desired courses, and with the aid of the knowledge gained from these courses, he found his advancement in his profession to be fairly rapid.

In a few short years this young man was promoted from draftsman to designer, and from designer to assistant engineer, and finally he was selected to be the City Engineer. A few months later, when the offices of City Engineer and Commissioner of Public Works were merged, this man was chosen to be the head of the combined office.

The following is an extract from the letter of a young man taking Spanish by correspondence:

"There are two things in this Spanish work that appeal to me: one, the romance of the language, and the other, the method of instruction—the latter alone keeps me at it with more vim and more pleasure than I ever experienced on any day that I attended school."

A prisoner by day and a student by night is the dual rôle combined by one little red-headed man who has accomplished the stupendous amount of work involved in nine correspondence courses in last four years under the direction of the University of Wisconsin Extension Division.

The prisoner, who still has two more years to serve, has taken courses in arithmetic, algebra, mathematics of applied electricity, elements of calculus, elements of electricity and magnetism, direct current, alternating current machinery and electric power transmission, and has done good work in each.

Realizing the deficiencies of his training, although he has been as he says, "a jack-of-all-trades," from steamfitter to textile machine operator, he has sought to fit himself through extension study for professional work by stopping up the gaps in his education. He has omitted geometry and mechanical drawing because he could not see their usefulness to him, but now he plans to include their study also.

His ambition is to be head of an electric power plant in South America where opportunities await a trained man, and to this end he is studying and slowly accumulating a library of books and journals on electrical subjects.

Along with his professional training he has turned to other subjects and discusses with his instructor such books as Robinson's "The Mind in the Making." His correspondence reveals a keen, alert mind, with views on religion, marriage and labor problems, as well as a charming sense of humor. His ambition survives periods of depression and occasional attacks of inferiority complex.

He has talked to other men in the prison about correspondence study and comments thus on the results: "Most of the men I have talked to on the subject seem to think they know enough, but still they keep whining they never had a chance and that they could not make a decent living on the wages they received. Then when I ask them what they know to receive higher wages, they seem to think they know enough and can't seem to get it into their heads that if they want higher wages they must know more than how to use a pick and shovel. Or if they do realize it, they say it is too late to start now, young fellows, too!"

That some extension students work under extreme difficulties is evidenced by the following extracts taken from a letter recently received from a student in Electrical Engineering living in a small town in the interior of Mexico.

"Just received your favor dated the 8th of October, and was very glad to know that you are still carrying my name on your records in spite of my faults in keeping up with my studies. I am certainly thankful and wish to be pardoned

for the long silence. The last uprising started in this country in December of last year and because this section was one of the centers of revolutionary activities, I was compelled to abandon my ranch here and run away to Central America, where I spent several months waiting normalization of conditions here. When I thought I was safe, I returned but found everything on my place in a sad condition and was forced to straighten things up and overwork myself while still surrounded by groups of bandits, against whom we had to be on guard all the time. This is still going on up to the present day and has forced me to abandon my former plans for completing my courses of studies as I had desired. You certainly will agree with me that under conditions such as stated above, it is not easy for any man to concentrate on studies no matter how easy the subject might be.

As my house was entered by the bandits and all belongings carried away by them, some of my lessons were lost, especially those on Radio Receiving. I would appreciate the favor of mailing to me a set of lessons to commence from the beginning again. I will be glad to pay the price, if any be charged, and wish to be advised as to the remittance."

A few years ago a student working ten to twelve hours a day on a farm wrote:

"Latin is very hard for me, and I am so tired at night that I can hardly keep awake to study. But I *must* get it. My father promised I may enter the medical school next fall if I have satisfied all the prerequisites.

The only way I can do that is to get my Latin credits now. I am glad the University offers us students the chance to study by correspondence. Will you please explain again. . . ."

The course was finished and the student entered college.

A middle aged man who had lost both his legs and who sold newspapers from a wheel chair downtown took extension class work for six years as follows: public speak-

ing, principles of economics, World War history, English composition, world problems of today, current events, modern Europe, Browning, Shakespeare, critical writing, nineteenth century poets, newspaper writing, feature writing, current short stories. He stopped taking work when he became a practising lawyer.

A scholarship student just out of high school, working daytimes in his father's tailor shop, earned 28 hours of university credit last year in evening classes with only one grade under A. The same student this year is sales manager for the National Motion Picture Company and has earned 8½ hours of credit the first semester, with the same high grades. This boy is about nineteen years old. He plans to attend college later.

A former State Superintendent of Public Instruction did all of the thirty hours work required for the Master's degree in Education in evening classes. He is now president of a State Normal School.

A teacher from a State Normal School earned most of the credits for her Master's degree in English in extension classes. She was elected to Phi Beta Kappa.

A young scholarship student, daughter of a widowed school teacher, carried 23 hours of work her first year, making excellent grades and working at the Bell Telephone Company. This girl now has a position in the public library but is continuing her study, paying her own tuition, and has earned 54 hours of credit in two and a half years.

Summary

It appears from the various data presented in this chapter that university extension means in terms of the largest enrollments that English, romance languages, education, mathematics, history and engineering are those in greatest demand. In these and other subjects, however, mortality is considerably high. Of the subjects

named as having the largest enrollments, education has the lowest mortality, and engineering the highest in the five institutions studied in some detail. It was shown also that the largest number of students are drawn from among teachers, clerks ranking second. The average age of extension students is about 30.

On the bases of these data it may be said that a typical university extension student is a teacher about thirty years of age who enrolls in one or more courses dealing with English, romance languages, education, mathematics or history and who is less likely to drop education and history than any other subjects. A much more comprehensive and accurate study probably would modify certain details of the type but not find the type different.

PROBLEMS FOR FULLER STUDY

1. Accurate data showing student matriculations and subject enrollments for each year and each subject in correspondence and in extension class courses.
2. The social and economic status of students showing their age, cultural and educational background and vocational affiliations. Such data for each student and each course would give a more accurate and fuller picture of how the university is serving the public.
3. Accurate data showing mortality within each course and interpretations of the meaning of mortality as used by each institution.
4. Uniform record blanks so that all extension divisions might have comparable data.

APPENDIX

TABLE NO. 15 SHOWING ENROLLMENT IN UNIVERSITY EXTENSION CREDIT COURSES IN 41 INSTITUTIONS. PART I.

Institution	Class Instruction	Correspondence Study	Total
Alabama 1922-1923	824	401	1,225
Arizona 1922-1923	146	254	400
Arkansas 1922-1923	716	560	1,276
California 1922-1923	9.447	2,394	11,781
Chicago 1922-1923		8,979	8,979
Colorado 1922-1923	855	603	1,458
Columbia 1922-1923	17,754		17,754
Florida 1922-1923	1,500		1,500
Harvard 1922-1923	1,727		1,727
Indiana 1922-1923	6,080		6,080
Iowa, St. Uni. of 1922-1923		509	509
Johns Hopkins 1922-1923		21	21
Kansas 1922-1923	620	2,068	2,684
Kentucky 1922-1923	400	800	1,200
Mass. Dept. Edu. 1922-1923	15,518		15,518
Mass. Com. 1922-1923	1,684		1,684

TABLE NO. 15 SHOWING ENROLLMENT IN UNIVERSITY EXTENSION CREDIT COURSES IN 41 INSTITUTIONS. PART II.

Institution	Class Instruction	Correspondence Study	Total
Michigan 1922-1923	728		728
Minnesota 1922-1923	7,269	976	8,245
Missouri 1922-1923		2,363	2,363
Nebraska 1922-1923	541	1,280	1,821
North Carolina 1922-1923	901	609	1,510
North Dakota 1922-1923		426	426
Ohio University 1922-1923	1,564		1,564
Oklahoma 1922-1923	900		900
Oregon 1922-1923	1,541	1,110	2,651
Penn. St. College 1922-1923	4,623	339	4,962
Pittsburgh 1922-1923	2,649		2,649
Rochester 1922-1923	861		861
Southern Calif. 1922-1923	3,000		3,000
South Carolina (no data)			
South Dakota 1922-1923		115	115
Syracuse 1922-1923	2,200		2,200

TABLE NO. 15 SHOWING ENROLLMENT IN UNIVERSITY EXTENSION CREDIT COURSES IN 41 INSTITUTIONS. PART III.

Institution	Class Instruction	Correspondence Study	Total
Tennessee 1922-1923		150	150
Texas 1922-1923	187	3,254	3,441
Utah 1922-1923	1,398	534	1,932
Virginia 1922-1923	549		549
Wash. Univ. St. L. 1922-1923	2,294		2,294
Wash. St. College 1922-1923	360	280	640
Wash., Univ. of 1922-1923	1,062	577	1,639
West Virginia 1922-1923	100		100
Wisconsin 1922-1923	1,463	8,640	10,103
Yale 1922-1923	686		686

TABLE No. 16 SHOWING TOTAL ENROLLMENTS IN CLASS AND CORRESPONDENCE IN SEVEN INSTITUTIONS

University	1921-1922	1922-1923	1923-1924	1924-1925
California				
(Class)	19,755	18,976	23,464	
(Corres.)	4,387	5,036	5,060	
	24,142	24,012	29,524	
North Carolina				
(Class and Cor.)..	444	1,305	2,696	
Chicago				
(Corres.)	8,945	8,977	9,271	
Texas				
(Class)	131	211	165	
(Corres.)	2,825	3,485	2,346	
	2,956	3,696	2,511	
Indiana				
(Class)		6,485	7,123	7,193
(Corres.)		937	988	1,023
		7,422	8,111	8,216
Mass. Com.				
(Class)	1,087	1,684	1,409	
Mass. Dept.				
(Class)	22,485	21,442	28,592	

TABLE NO. 17. SHOWING RANK ORDER OF ENROLLMENTS DURING 1922–1923 AND 1923–1924 IN SIX INSTITUTIONS

Subject	Mass. Dept.				Indiana Univ.				Univ. Texas				Univ. Chicago				Univ. Calif.				Univ. Wis.			
	22–23	Rank	24–25	Rank	22–23	Rank	24–25	Rank	22–23	Rank	24–25	Rank	21–22	Rank	23–24	Rank	21–22	Rank	23–24	Rank	21–22	Rank	23–24	Rank
1. Com. Subjects	2705	4	2765	4					229	6											3172	1	1767	3
2 Economics											156	6					4751	1	3875	3				
3. Education			1989	6	1701	1	1212	2	427	3	194	5	1575	2	1940	2	1019	6	4981	1	404	6	1339	4
4. Engineering	2060	5	2698	5															1717	5	2659	2	2455	1
5. English	5198	1	5212	1	1044	3	2408	1	727	1	433	2	2505	1	2424	1	3501	3	3630	4	979	3	1804	2
6. History					1563	2	1152	3	394	4	248	3	665	4	822	3								
7. Mathematics									364	5	238	4	692	3	711	4					898	4	1237	5
8. Music	2781	3	3187	3																				
9. Sciences*					620	4	537	4					619	6	532	6								
10. Psychology							453	5																
11. Romance L.	3235	2	3748	2	282	5			607	2	478	1	654	5	629	5	3615	2	4777	2	408	5	446	6
12. Vocational	1296	6																						
13. Pub. Speak.																	2080	4	1706	6				
14. Tech.																	1159	5						

* This includes all natural and physical sciences.

TABLE NO. 18 SHOWING EXTENSION ENROLLMENTS BY SUBJECTS DURING 1913-1924 AT THE UNIVERSITY OF CALIFORNIA. PART I.

Subject	1913-1914		1914-1915		1915-1916		1916-1917		1917-1918		1918-1919	
	Paid	Prison	Paid	Prison	Paid	Prison	Paid	Prison	Paid	Prison	Paid	Prison
Architecture			7		6		6			1		
Chinese	1											
Drawing and Art	15		47		37	3	53	6	31	8	60	12
Economics	51		141	15	293	51	323	53	377	92	536	58
Education	97		129		116		89	1	77	1	49	
Engineering	43		47	4	90	6	120	28	188	30	414	93
English	381		423	21	464	15	595	42	489	37	612	80
French	23		49	10	40	8	46	9	61	13	74	13
German	19		8		17	2	20	4	19	1	3	2
Greek	1											
History	1		13		22	1	34	1	31		28	
Household Arts	25		34		138		68		61		75	
Hygiene	1		2		1		5	1	1		5	
Italian	6		18	2	10		17		5		13	
Japanese	1											
Journalism					36	12			67	2	69	1
Latin	9		5		7		6	1	5		5	1
Law	35		97	10	54	13	53	16	34	4	4	
Mathematics	164		190	17	207	10	260	43	297	45	235	23
Music	46		37	14	42	9	50	4	43	3	39	9
Philosophy	30		16		18	1	50	5	35	1	60	
Polish							1					
Political Science	59		47		26		25		19		7	2
Psychology												
Public Health											2	
Public Speaking												
Russian			2				4		13		19	
Sanskrit												
Science	25		23		16	1	27	2	20		28	
Spanish	51		92	113	129	205	108	194	83	92	101	101
Total	1084		1427	206	1769	337	1960	417	1956	330	2438	391

TABLE No. 18 SHOWING EXTENSION ENROLLMENTS BY SUBJECTS DURING 1913-1924 AT THE UNIVERSITY OF CALIFORNIA. PART II.

Subject	1919-1920		1920-1921		1921-1922		1922-1923		1923-1924		Total	
	Paid	Prison	Paid	Prison	Paid	Prison	Paid	Prison	Paid	Prison	Paid	Prison
Architecture											19	1
Chinese											1	
Drawing and Art			177	52	173	53	189	61	96	9	878	204
Economics	589	94	764	117	570	103	589	117	436	80	4619	780
Education	53		62	1	108	2	403		1000		2183	5
Engineering	327	139	221	103	232	143	301	61	340	50	2323	657
English	877	98	978	95	1076	120	1198	151	1005	100	8098	759
French	90	16	115	24	100	26	116	25	110	16	824	160
German	12		38	1	59	4	73	5	54	1	322	20
Greek											1	
History	48	2	66	2	71	2	76	1	77	2	467	11
Household Arts	91		117		87		92		17		805	
Hygiene	2	1							36		53	2
Italian	19		14	1	30	1	21	4	21	1	174	9
Japanese											1	
Journalism	76	2	68	5	85	9	100	19	67	18	568	68
Latin	26		26		47	6	55	6	36	1	227	15
Law	53	6	82	17	78	31	74	35	71	32	635	164
Mathematics	358	48	376	72	447	104	518	109	469	53	3521	524
Music	71	4	77	5	76	13	70	4	51	7	602	72
Philosophy	96	3	86	2	127	6	58	5	64	8	640	31
Polish											1	
Political Science	14	1	19	3	21	1	46		319		602	7
Psychology			6								6	
Public Health			1		3		1	1			5	1
Public Speaking	7								2		11	
Russian	9		13	2	4		14	1	8		86	8
Sanskrit			1								1	
Science	45	2	34	5	67	2	106	10	106	1	497	23
Spanish	123	84	161	102	149	151	201	166	188	103	1386	1311
Total	2986	*512	3502	609	3610	777	4251	782	4573	482	29556	4843

* Twenty-two of these were disabled soldiers.

TABLE NO. 19 SHOWING NUMBER OF EXTENSION CLASSES AND ENROLL

Subject	1913-1914		1914-1915	
	Class	Enrol.	Class	Enrol.
Americanization				
Chinese				
Drawing and Art	1	12	2	24
Economics	24	648	46	450
Education	7	141		
Engineering			4	59
English	10	73	16	290
Eugenics				
French	9	124	31	473
Grammar	1	22		
German	2	15	9	47
Geography	1	5		
History				
Home Economics				
Hygiene				
Italian				
Japanese				
Journalism				
Law	6	269	3	35
Mathematics	5	64	2	9
Music	1	5		
Navigation				
Nurses Course				
Optometry			1	43
Penmanship	1	26		
Philosophy				
Physical Education				
Political Science			1	39
Psychology			1	29
Public Health				
Public Speaking	10	174	6	79
Russian				
Science				
Social Service				
Spanish	6	139	22	369
Technical				
Total	84	1,717	144	1,946

MENTS DURING 1913-1924 AT THE UNIVERSITY OF CALIFORNIA. PART I.

1915-1916		1916-1917		1917-1918		1918-1919	
Class	Enrol.	Class	Enrol.	Class	Enrol.	Class	Enrol.
		3	41	7	76	6	59
		3	29	1	9	2	27
49	837	77	1,850	109	2,456	74	2,859
3	35	4	77	19	321	12	276
31	591					49	769
15	232	42	459	37	709	54	883
						2	25
20	204	16	144	62	854	80	739
22	162	19	251	1	5		
				1	15	17	576
		5	245	21	485	7	65
4	56	6	165	9	163	7	74
				2	22		
						6	25
7	71					5	169
10	311	2	17	2	26		
25	83	69	165	36	161	30	465
				19	248	9	36
				44	1,523	8	459
						10	328
2	30						
				2	27	2	25
		2	62				
		1	3				
1	10						
						1	37
5	57	9	141	43	581	41	656
				8	116	3	31
1	14	4	189	11	194	12	188
37	451	30	305	27	240	31	431
		77	1,113	68	1,061	10	214
232	3,144	369	5,256	529	9,292	478	9,416

TABLE No. 19 SHOWING NUMBER OF EXTENSION CLASSES AND ENROLL

Subject	1919-1920		1920-1921	
	Class	Enrol.	Class	Enrol.
Americanization	25	1,958		
Chinese	6	59	5	53
Drawing and Art	9	16	15	211
Economics	63	2,809	58	2,512
Education	17	447	28	750
Engineering	40	734	48	1,029
English	56	1,380	78	2,069
Eugenics				
French	93	435	65	799
Grammar				
German				
Geography				
History	12	248	15	542
Home Economics	26	590	28	682
Hygiene				
Italian	4	48	7	72
Japanese	6	52	9	58
Journalism	11	379	22	668
Law	9	355	11	359
Mathematics	32	183	26	234
Music	5	214	8	239
Navigation				
Nurses Course				
Optometry				
Penmanship				
Philosophy	2	33	5	35
Physical Education				
Political Science	5	74	2	128
Psychology	1	22	2	41
Public Health	2	24	4	111
Public Speaking	61	1,298	83	1,902
Russian			2	29
Science	7	185	26	697
Social Service	1	13	2	180
Spanish	46	666	59	1,183
Technical	2	27		
Total	541	12,259	608	14,583

MENTS DURING 1913-1924 AT THE UNIVERSITY OF CALIFORNIA. PART II.

1921-1922		1922-1923		1923-1924		Total	
Class	Enrol.	Class	Enrol.	Class	Enrol.	Class	Enrol.
						25	1,958
2	9	3	22	1	8	33	327
55	516	40	874	35	996	63	2,714
127	4,078	129	3,312	104	3,359	860	25,170
39	909	89	2,195	154	2,981	372	9,132
		55	1,030	82	1,327	309	5,539
103	2,305	82	1,905	111	2,525	604	12,830
						2	25
86	1,168	51	636	70	915	583	6,491
						1	22
				10	62	63	542
						1	5
29	812	17	612	21	501	112	3,306
36	722	41	649	17	527	181	3,965
				3	54	29	512
16	220	20	209	20	200	69	771
7	40	2	8	4	20	34	203
21	419	25	647	19	491	111	2,844
23	818	19	1,006	33	2,117	118	5,313
19	156	28	147	36	204	308	1,871
17	236	20	265	10	152	89	1,395
						52	1,982
						10	328
						3	73
						1	26
5	49	5	65	4	41	25	275
						2	62
		4	50	38	1,668	51	1,962
7	192	15	601	17	525	44	1,420
7	118	2	44			16	334
96	2,080	87	1,712	87	1,704	528	10,384
7	59	9	63	8	51	37	349
28	656	40	733	37	423	166	3,279
1	27					4	220
83	1,770	92	1,384	105	1,613	538	8,551
						210	3,574
867	18,518	876	18,169	1,026	23,464	5,754	117,754

TABLE No. 20 SHOWING ENROLLMENTS AND ENROLL

Univ.	1921-22			1922-23			1923-24			1924-25		
	Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%
	ART											
Chicago .	31	4	13	36	5	14	45	8	18			
Ind.(cl) .							22	2	9	48	3	8
Ind.(co) .												
Mass. C..												
Texas ...	18	9	50	18	7	39	*10	4	40			
Wis.....												
	CHEMISTRY											
Chicago .	151	41	27	148	56	38	130	38	29			
Ind.(cl) .				23	3	13	24	2	8	16	2	12
Ind.(co) .												
Mass. C..												
Texas ...	1	0	0	2	1	50						
Wis.....	47	35	74	54	2	96	9	6	66			
	ECONOMICS											
Chicago .												
Ind.(cl) .				119	34	29	109	22	20	97	53	55
Ind.(co) .				24	3	12	42	4	10	81	10	12
Mass. C..				37	29	78	41	23	56	71	37	52
Texas ...	119	52	44	215	78	36	*156	70	45			
Wis.....												
	ENGINEERING											
Chicago .												
Ind.(cl) .												
Ind.(co) .				6	3	50	8	1	13	5	1	20
Mass. C..												
Texas ...	6	4	67	18	4	22	*21	5	24			
Wis.....	2659	1851	70	3287	2468	68	2455	1452	64			

* Means year 1920-1921.

MENT MORTALITY IN FIVE INSTITUTIONS. PART I.

1921-22			1922-23			1923-24			1924-25		
Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%
				ANCIENT LANGUAGE							
385	86	22	390	91	23	398	98	25			
			42	12	29	74	16	22	47	5	10
85	41	48	111	51	46	*69	52	75			
				COMMERCE							
			422	160	38	419	125	30	366	220	60
			25	7	28	32	4	13	38	6	16
197	124	63	229	124	54	*120	89	74			
3172	2131	66	3344	2383	71	1767	911	52			
				EDUCATION							
1575	321	20	1731	390	23	1940	339	17			
			1701	442	36	1133	224	20	1212	284	23
			182	18	10	180	45	25	199	20	10
			159	82	52	105	10	10			
328	142	46	427	195	46	*194	91	47			
404	145	35	814	385	47	1339	349	26			
				ENGLISH							
2577	676	26	2623	694	26	2535	638	25			
			1044	254	24	1727	412	24	2408	729	30
			252	34	14	226	121	54	234	50	21
			355	223	63	811	525	65	468	270	58
628	318	51	727	359	48	*433	262	61			
979	435	44	952	335	35	1804	925	51			

TABLE No. 20 SHOWING ENROLLMENTS AND ENROLL

Univ.	1921-22			1922-23			1923-24			1924-25		
	Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%
	GEOGRAPHY											
Chicago .												
Ind.(cl) .				36	0	0	349	49	14	171	37	22
Ind.(co) .												
Mass. C..				48	18	28	41	22	54	33	17	52
Texas ...	31	2	6	*21	3	14						
Wis.....												
	GERMAN											
Chicago .	165	40	24	156	27	17	175	15	9			
Ind.(cl) .										8	1	12
Ind.(co) .				29	2	7	26	6	23	25	7	28
Mass. C..				18	10	55	21	11	52	63	33	52
Texas ...	56	19	34	82	32	37	*123	39	32			
Wis.....	61	24	39	65	17	26	120	28	23			
	HOUSEHOLD ARTS											
Chicago .	63	17	27	55	9	16	55	10	18			
Ind.(cl) .												
Ind.(co) .				15	1	7	17	10	59	21	3	14
Mass. C..												
Texas ...	1	0	0	2	0	0	*1	0	0			
Wis.....	505	281	55	392	258	65	281	135	48			
	NATURAL SCIENCE											
Chicago .	278	63	23	281	82	30	305	59	19			
Ind.(cl) .				546	35	6	409	38	10	319	131	41
Ind.(co) .												
Mass. C..				38	10	26	57	28	49	44	14	32
Texas ...	22	8	36	21	10	48	*28	16	57			
Wis.....	8	4	50	18	11	61	13	8	61			

* Means year 1920-1921.

MENT MORTALITY IN FIVE INSTITUTIONS. PART II.

1921-22			1922-23			1923-24			1924-25		
Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%
				GEOLOGY							
96	29	30	102	31	30	100	29	29			
			15	0	0						
			25	6	24	26	8	30	35	4	11
			71	40	56	54	27	50	68	35	51
9	6	67	28	4	14	* 6	4	67			
247	88	35	103	64	61	315	116	36			
				HISTORY							
1222	343	28	1191	295	25	1250	259	22			
			1563	253	16	794	105	13	1152	228	20
			131	8	6	162	50	30	165	20	12
			63	33	52	295	177	60	71	33	46
309	121	39	394	136	35	*248	130	48			
186	115	61	243	151	62	271	117	43			
				LAW							
			89	39	44	107	47	44	124	78	63
32	20	63	55	25	45	*48	32	67			
				PHILOSOPHY							
184	53	29	193	42	22	180	61	34			
			33	12	36	10	0	0	32	18	56
			24	* 5	20	20	11	55	33	6	18
						37	19	51			
68	29	43	61	18	30	*49	16	33			
43	15	35	149	74	50	139	43	31			

* Means year 1920-1921.

TABLE NO. 20 SHOWING ENROLLMENTS AND ENROLL

Univ.	1921-22			1922-23			1923-24			1924-25		
	Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%
	PHYSICS											
Chicago.	44	9	20	35	14	40	21	5	24			
Ind.(cl) .										31	5	16
Ind.(co).												
Mass. C..												
Texas ...	24	13	54	27	12	44	*2(	14	54			
Wis.....	24	13	54	32	22	70	32	24	75			
	RELIGION											
Chicago.	233	78	33	222	70	32	213	60	28			
Ind.(cl) .												
Ind.(co).												
Mass. C..												
Texas ...	1	0	0									
Wis.....												
	SOCIOLOGY											
Chicago.	207	47	23	231	47	20	237	45	19			
Ind.(cl) .				210	40	19	1163	183	16	246	106	43
Ind.(co).												
Mass. C..												
Texas ...	5	0	0				*10	0	0			
Wis.....												
	MUSIC											
Chicago.												
Ind.(cl) .				158	17	11	136	11	8	49	27	55
Ind.(co).				18	1	6	15	4	27	12	1	8
Mass. C..				168	121	72	155	87	56	196	126	66
Texas ...	66	1	17	3	1	33	*8	5	63			
Wis.....	27	21	79	156	87	56	38	24	63			
	VOCATIONAL EDUCATION											
Chicago.	28	3	11	34	8	24	44	11	25			

* Means year 1920-1921.

MENT MORTALITY IN FIVE INSTITUTIONS. PART III.

1921-22			1922-23			1923-24			1924-25		
Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%	Enr.	Mort.	%
					PSYCHOLOGY						
310	94	30	295	78	26	296	63	22			
			224	100	45	389	97	25	453	187	41
						76	56	74			
50	23	46	63	5	8	*59	33	56			
					ROMANCE LANGUAGES						
654	160	24	655	167	25	629	138	22			
			282	71	25	259	60	23	303	119	40
			88	13	15	90	18	20	71	21	30
			140	76	54	162	105	65	180	119	66
538	276	51	607	288	47	*478	226	47			
408	202	49	417	208	50	446	180	40			
					MATHEMATICS						
692	236	34	649	184	28	711	191	27			
			20	5	25	73	22	38	158	51	32
			63	10	16	62	25	40	51	19	37
291	170	58	364	221	67	*238	129	54			
898	518	58	652	329	51	1237	914	73			
					ASTRONOMY						
50	19	38	40	10	25	48	7	15			
			12	2	17	8	6	75	6	3	50
									44	29	66
			2	1	50						

TABLE No. 21 SHOWING AVERAGE MORTALITY AT 7 UNIVERSITIES (TEXAS, INDIANA, MASS. DEPT., CHICAGO, WISCONSIN, N. CAR. AND MASS. COM.) IN 25 SUBJECTS.

Subject	Percent of Mortality
Art	22
Anc. Lang.	33
Chemistry	38
Commerce	47
Economics	38
Education	29
Engineering	66
English	40
Geography	24
Geology	37
German	30
History	34
Household Arts	26
Law	54
Natural Science	37
Philosophy	36
Physics	45
Psychology	37
Religion	0
Romance Lang.	39
Sociology	16
Mathematics	43
Music	41
Astronomy	42
Vocation	20
Average Mortality Total	36

Mass. Com. Average of Mortality 40%
N. Carolina Average of Mortality 32%

TABLE No. 22 SHOWING TOTAL PERCENT ENROLLMENTS AND ENROLLMENT MORTALITY IN CLASS AND CORRESPONDENCE IN SIX INSTITUTIONS

University	1921-1922			1922-1923			1923-1924			1924-1925		
	Enroll	Drop	%	Enroll	Drop	%	Enroll	Drop	%	Enroll	Drop	%
Chicago												
(Cor.)	8945	2319	26	8977	2293	26	9271	2063	22			
Indiana												
(Class)				6485	1465	22	7123	1399	20	7193	2264	31
(Cor.)				937	125	13	988	399	34	1023	176	17
				7422	1590		8111	1798		8216	2440	
Mass. Dept.												
(Class)	22485	10165	45	21442	10621	49	28592	12899	45			
North Carolina												
(Class and Cor.)	444	154	34	1305	428	33	2696	800	30			
Texas												
(Class)	131	15	11	211	16	7	165	38	23			
(Cor.)	2825	1378	49	3485	1578	45	*2346	1210	51			

* Means year 1920-1921.

TABLE NO. 23 SHOWING PERCENTAGE OF MORTALITY IN EACH SUBJECT AT THE UNIVERSITY OF CHICAGO

	1921-1922			1922-1923			1923-1924		
	Enr.	Dr.	%	Enr.	Dr.	%	Enr.	Dr.	%
1. Philosophy	184	53	29	193	42	22	180	61	34
2. Psychology	310	94	30	295	78	26	296	63	21
3. Political Economy	557	172	31	487	150	31	428	116	27
4. Political Science	131	44	34	96	32	33	97	28	29
5. History	534	127	24	608	113	19	725	115	16
6. History of Art	31	4	13	36	5	14	45	8	18
7. Sociology	207	47	23	231	47	20	237	45	19
8. Household Administration	63	17	27	55	9	16	55	10	18
9. Comparative Philology	2			3	1	33	2	1	50
10. Greek Lang. and Lit.	56	10	18	54	12	22	57	19	33
11. Latin Lang. and Lit.	329	78	23	336	79	24	341	79	23
12. Romance Lang. and Lit.	654	160	24	655	167	25	629	138	22
13. Germanic Lang. and Lit.	165	40	24	156	27	17	175	15	09
14. English Lang. and Lit.	2505	659	26	2453	672	27	2424	603	23
15. General Literature	70	17	24	77	21	27	69	23	33
16. Mathematics	692	236	34	649	184	28	711	191	27
17. Astronomy	50	19	38	40	10	25	48	7	15
18. Physics	44	9	20	35	14	40	21	5	24
19. Chemistry	151	41	27	148	56	38	130	38	29
20. Geology and Paleontology	96	29	30	102	31	30	100	29	29
21. Zoology	151	38	25	156	38	24	173	35	20
22. Botany	68	15	22	71	13	18	89	17	19
23. Hygiene and Bacteriology	59	10	17	54	24	44	43	7	16
24. Pharmacology							4		
25. Library Science	28	3	11	34	8	24	40	11	28
26. Education	1575	321	20	1731	390	23	1940	339	17
27. Comparative Religion	3			4	3	75	6		
28. Old Testament & Orien. L.	56	24	43	58	10	17	49	12	25
29. N. Testament & Early Ch. L.	79	26	33	68	16	24	64	22	34
30. Systematic Theology	18	4	22	13	7	55	15		
31. Church History	24	6	25	24	8	33	22	3	14
32. Preaching & Parish Minis.	8	2	25	10	6	60	7	4	57
33. Religious Education	45	16	35	45	20	44	49	19	39
Totals	8945	2319	25.9	8977	2293	25.5	9271	2063	22.2

TABLE NO. 24 SHOWING ENROLLMENT MORTALITY IN COURSES OFFERED THROUGH THE MASSACHUSETTS COMMISSION

	1921-22	1922-23	1923-24
Registrations	1087	1684	1409
Certificates*	445	657	586
Total Number of Students	943	1340	1225

* The number not receiving certificates shows mortality.

TABLE NO. 25 SHOWING ENROLLMENT MORTALITY IN THE BUREAU OF CLASS INSTRUCTION (NOT INCLUDING MEDICAL CLASSES) AT THE UNIVERSITY OF NORTH CAROLINA

Year (Report)	Total Number Registrations	Number Registrations Completed	Percent Completion	Percent Mortality
Nov. 1, 1921 to Oct. 31, '22.....				
Nov. 1, 1922 to Oct. 31, '23.....	315	206	65.5	34.5
Nov. 1, 1923 to Oct. 31, '24.....	1277	983	76.9	23.1

TABLE NO. 26 SHOWING ENROLLMENT MORTALITY IN MEDICAL EXTENSION CLASSES AT THE UNIVERSITY OF NORTH CAROLINA

Year (Report)	Total Number Registrations	Number* Registrations Completed	Percent Completion	Percent Mortality
Nov. 1, 1921 to Oct. 31, '22.....	199	158	79.4	20.6
Nov. 1, 1922 to Oct. 31, '23.....	381	314	82.4	17.6
Nov. 1, 1923 to Oct. 31, '24.....	187	131	70.0	30.0

*NOTE: There were twelve meetings held for each course, each consisting of from two to three hours of lecture and clinical work. If a physician attended nine of the twelve meetings he received a certificate and is classed as having completed the course: those attending less than nine meetings are classified as mortality, although this is hardly fair, in that a large number attended eight meetings and really got the benefit of the course.

TABLE No. 27 SHOWING COMBINED ENROLLMENT MORTALITY AT THE UNIVERSITY OF NORTH CAROLINA: CORRESPONDENCE AND CLASS BUREAUS AND MEDICAL CLASSES

Year (Report)	Total Number Registrations	Number Registrations Completed	Percent Completion	Percent Mortality
Nov. 1, 1921 to Oct. 31, '22.....	444	292	65.7	34.3
Nov. 1, 1922 to Oct. 31, '23.....	1305	877	67.2	32.8
Nov. 1, 1923 to Oct. 31, '24.....	2696	1896	70.3	29.7

TABLE No. 28 SHOWING ENROLLMENT MORTALITY IN BUREAU OF CORRESPONDENCE INSTRUCTION AT THE UNIVERSITY OF NORTH CAROLINA

Year (Report)	Total Number Registrations	Number Registrations Completed	Percent Completion	Percent Mortality
Nov. 1, 1921 to Oct. 31, '22.....	245	134	54.7	43.3
Nov. 1, 1922 to Oct. 31, '23.....	609	357	58.7	41.3
Nov. 1, 1923 to Oct. 31, '24.....	1232	*	*	36.5 (estimated)

* NOTE: Figures for the year Nov. 1, 1923 to Oct. 31, 1924 cannot be given now as the time limit for many of the registrations has not yet expired and, therefore, such registrations cannot be classified as either completions or mortality. However, the mortality for this year is estimated at 36.5% leaving 64.5% completions.

TABLE NO 29 SHOWING ENROLLMENT MORTALITY (CORRESPONDENCE AND CLASS STUDENTS) 1921-1924, AT THE UNIVERSITY OF WISCONSIN

Course	Drops					Completions				
	1921-22	1922-23	1923-24	Total	%	1921-22	1922-23	1923-24	Total	%
Astronomy		1		1	50		1		1	50
Botany	4	11	8	23	60	4	7	5	16	40
Business	2131	2383	911	5425	65	1011	961	856	2858	35
Chemistry	35	52	6	93	84	12	2	3	17	16
Education	145	385	349	879	34	259	429	990	1678	66
Civil Engineering	215	155	242	612	52	147	107	232	546	48
Electrical Engineering.	248	339	179	766	69	75	124	133	332	31
Mechanical Engineering	1361	1936	1007	4304	71	575	512	631	1718	29
Municipal Engineering.	27	38	24	89	72	11	16	7	34	28
English	435	335	925	1695	45	544	617	879	2040	55
Geology	88	64	116	268	41	159	39	199	397	60
German	24	17	28	69	28	37	48	92	177	72
Greek	2	1	11	14	51	5	2	6	13	49
Health	12	5	3	20	51	12	7	1	20	50
Hebrew			1	1	100					
History	115	151	117	383	54	71	92	154	317	46
Home Economics	281	258	135	674	57	224	134	146	504	43
Latin	12	2	64	78	48	20	24	40	84	52
Library	65	108	25	198	60	27	66	34	127	40
Manual Arts	15	14	14	43	49	10	9	25	44	51
Mathematics	518	329	914	1761	63	380	323	323	1026	37
Miscellaneous*	1	3		4	01	282	227	474	983	99
Music	21	87	24	132	60	6	67	14	87	40
Pharmacy	21	36	18	75	85	3	3	7	13	15
Philosophy	15	74	43	132	40	28	75	96	199	60
Physical Education			6	6	02		110	228	338	98
P. G. Medicine	1			1	.5	107		134	241	99.5
Physics	13	22	24	59	67	11	10	8	29	33
Political Economy	108	148	134	390	51	50	73	255	378	49
Political Science	120	512	27	659	64	124	169	71	364	36
Public Speaking	29	51	55	135	65	6	40	25	71	35
Romance Languages	202	208	180	590	46	206	209	266	681	54
Totals	6264	7725	5590	19579	56	4436	4563	6334	15333	44

* Miscellaneous includes Short Courses, Institutes, etc.

TABLE NO. 30 SHOWING ENROLLMENT MORTALITY (CORRESPONDENCE AND CLASS STUDENTS) 1921-1924, AT THE UNIVERSITY OF WISCONSIN

Course	1921-1922				1922-1923				1923-1924			
	Drops	Completions	Dr. %	Co. %	Drops	Completions	Dr. %	Co. %	Drops	Completions	Dr. %	Co. %
Astronomy					1	1	50	50				
Botany	4	4	50	50	11	7	61	39	8	5	61	39
Business	2131	1041	66	34	2383	961	71	29	911	856	52	48
Chemistry	35	12	74	26	52	2	96	04	6	3	66	34
Education	145	259	35	65	385	429	47	53	349	990	26	74
Civil Engineering	215	147	64	36	155	167	48	52	242	232	51	49
Electrical Engineering	248	75	76	24	339	124	73	27	179	133	57	43
Mechanical Engineering	1361	575	70	30	1936	512	79	21	1007	631	61	39
Municipal Engineering	27	11	71	29	38	16	70	30	24	7	77	23
English	435	544	44	56	335	617	35	65	925	879	51	49
Geology	88	159	35	65	64	39	61	39	116	199	36	64
German	24	37	39	61	17	48	26	74	28	92	23	77
Greek	2	5	28	72	1	2	33	67	11	6	64	36
Health	12	12	50	50	5	7	42	58	3	1	75	25
Hebrew									1		100	
History	115	71	61	39	151	92	62	38	117	154	43	57
Home Economics	281	224	55	45	258	134	65	35	135	146	48	52
Latin	12	20	37	63	2	24	08	92	64	40	61	39
Library	65	27	70	30	108	66	62	38	25	34	42	58
Manual Arts	15	10	60	40	14	9	60	40	14	25	36	64
Mathematics	518	380	58	42	329	323	51	49	914	323	73	27
Miscellaneous*	1	282	01	99	3	227	01	99		474		100
Music	21	6	79	21	87	69	56	44	24	14	63	37
Pharmacy	21	3	88	12	36	3	92	08	18	7	72	28
Philosophy	15	28	35	65	74	75	50	50	43	96	31	69
Physical Education						110		100	6	228	02	98
P. G. Medicine	1	107	01	99						124		100
Physics	13	11	54	46	22	10	70	30	24	8	75	25
Political Economy	108	50	68	32	148	73	67	33	134	255	34	66
Political Science	120	124	49	51	512	169	75	25	27	71	27	73
Public Speaking	29	6	83	17	51	40	57	43	55	25	68	32
Romance Languages	202	206	49	51	208	209	50	50	180	266	40	60
Totals	6264	4436	58	42	7725	4563	62	38	5590	6334	47	53

TABLE No. 31 SHOWING OCCUPATIONAL STATUS OF STUDENTS IN VARIOUS COURSES AT INDIANA UNIVERSITY

	Education			English			History			French			Journalism			Mathematics		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Teacher	20	2	12	16	13	8	9	4	5	4			3			7	3	4
Student	1		5	6	1	7	3		3			1		2		3	2	2
Sec. & Sten.				1	2	1					1							
Librarian				1			1						1					
Auctioneer																		
Laborer						2												
Organist																		
Nurse				1		1												
Telegraph Op.				1														
Printer																		
Farmer					1											1		1
Housekeeper			2						2									
Clerk					2	2			2			1					1	1
Editor														1				
Supt. Schools								1										
Electrician					1												1	
Salesman					1	1			2									1
Physical Instructor																	1	
Minister						1												
Matron YMCA																		1
Steel Worker																		
Totals	21	2	19	26	21	23	13	5	14	4	1	2	4	3		11	8	10

TABLE No. 31 SHOWING OCCUPATIONAL STATUS OF STUDENTS IN VARIOUS COURSES AT INDIANA UNIVERSITY.
PART II

	Commerce			Music			Latin			Spanish			Philosophy			Psychology		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Teacher	1	2	1	2	1		6	4	1	3	1	1	1			1		3
Student			2						1		1				1	1		
Sec. and Sten.		1																
Librarian																		
Auctioneer																		
Laborer																		
Organist				1														
Nurse																		
Telegraph Op.																		
Printer																		
Farmer		1										1	1					
Housekeeper																		
Clerk									1									
Editor																		
Supt. Schools																		
Electrician																		
Salesman			1									1						
Physical Instructor																		
Minister																		
Matron YMCA																		
Steel Worker												2						
Music Super.						1												
Totals	1	4	4	3	1	1	6	4	3	3	2	5	2		1	2		3

TABLE No. 31 SHOWING OCCUPATIONAL STATUS OF STUDENTS IN VARIOUS COURSES AT INDIANA UNIVERSITY. PART III

	Mech. Draw.			Astronomy		Economics			Home Econ.		Geology			Pol. Sc.	German		Total
	22-23	23-24	24-25	22-23	24-25	22-23	23-24	24-25	23-24	24-25	22-23	23-24	24-25	24-25	23-24	24-25	
Teacher	2		1	1	1		1	2	1	1			1				156
Student										3	1			1			49
Sec. and Sten.																	6
Librarian																	2
Auctioneer																	1
Laborer			1			1											4
Organist																	1
Nurse																	2
Telegraph Op.																	1
Printer																	2
Farmer																1	5
Housekeeper									1								5
Clerk								1									11
Editor																	1
Supt. Schools																	1
Electrician																	2
Salesman															1		7
Physical Instructor																	1
Minister																	1
Matron YMCA																	1
Steel Worker																	2
Music Super.																	1
Totals	2		2	1	1	1	1	3	2	4	1		1	1	1	1	257

TABLE No. 32 SHOWING OCCUPATIONAL STATUS OF EXTENSION STUDENTS AT UNIVERSITY OF OREGON

Occupation	No. Students
Accountant	5
Assistant Engineer	1
Attorney at Law	1
Banker	5
Bank Teller	2
Bookkeeper	13
Bridgeman	1
Bridge Operator	1
Business	2
Bus Boy	1
Carpenter	3
Cashier	1
Chiropractic Phys.	1
Clerk	17
Clerk-Telegrapher	1
Coach	1
Computer	1
Cook	2
County Assessor	1
Dairy Worker	1
Dental Assistant	1
Driver	1
Edgerman	1
Electrician	1
Engineer	2
Farmer	13
Field Clerk PT&T CO.	1
Forest Ranger	3
Forest Service	1
Gardener	1
Governess	1
Housewife	64
Insurance	2
Janitor	1
Journalism	1
Laborer	4
Laundry	1
Leather Worker	1
Librarian	6
Linotype Operator	1
Logger	2
Lumber	2
Machinist	2
Manager, Advertising	1
Manager, Flour Company	1
Minister	3
Missionary	1
Motion Pic. Operator	2
Musician	3
Music Teacher	5
Newspaper Reporter	1
Nurse	3
Office Worker	4
Oil Company Worker	2
Oil Well Worker	1
Patient	1
Pharmacist	4
Physician	1
Plane Mill Worker	1
Plumber	1
Postal Employee	3
Principal	8
Printer	2
Publisher	1
Rancher	2
Repairman	1
Salesmen	8
School Supt.	3
Secretary	7
Shingle Manufacturer	1
Social Worker	1
Stenographer	17
Student	209
Student-Pastor	1
Supervisor	1
Teacher	322
Telephone Operator	1
Typist	1
U. S. Coast Guard	2
Warehouse	1
Not stated	283

Total 801

TABLE NO. 33 SHOWING OCCUPATIONAL STATUS OF EXTENSION STUDENTS IN THE MASSACHUSETTS COMMISSION

	1921-22	1922-23	1923-24
Teachers	408	543	437
Clerks and Stenographers	192	289	252
Students	43	89	84
In other occupations	125	186	240
No occupation given	175	223	212

TABLE NO. 34 SHOWING DISTRIBUTION OF AGES OF STUDENTS IN THE EXTENSION DIVISION OF THE MASSACHUSETTS DEPARTMENT OF EDUCATION

	1922	1923	1924
12 to 20	879	744	708
21 to 30	2652	2212	2140
31 to 40	1427	1176	1020
41 to 50	513	370	367
51 to 60	167	138	132
61 to 70	18	16	14
71 to 80	1	2	4
Totals	5712	4654	4385

TABLE NO. 35 SHOWING AGES OF STUDENTS IN EXTENSION COURSES

University	Average Age			Range		
	Cor.	Cl.	Med.	Cor.	Cl.	Med.
Indiana	26			14-82		
North Carolina	28	28	46		19-69	22-80
Mass. Dept.	22-29	18-25		14-73	14-73	
Oregon	26½			15-64		
Texas	20-40	20-30		16-70	16-60	
Wisconsin		22-30				

TABLE NO. 36 SHOWING AGES OF STUDENTS AT THE UNIVERSITY OF OREGON

Age	No.
15-20	169
21-30	373
31-40	138
41-50	48
51-60	7
61-64	2
Total	737

Average Age of Student is 26½

CHAPTER SIX

UNIVERSITY EXTENSION TEACHERS

Several years ago Professor Palmer listed as one of the difficulties in university extension work that of securing a sufficient number of suitable itinerant lecturers and teachers. In Chapter Ten mention is made of this as one of the problems of which directors of extension divisions are keenly aware. Dependent as it is on the good will of its patrons, university extension stands or falls not chiefly on the kind of subjects available but on the personality and adaptability of the university representative. A dull and rigid university professor or instructor will fail to inspire extension students, however potentially interesting the subject may be; a wide-awake sympathetic teacher, on the other hand, will make a rather forbidding subject attractive. It is well known among extension directors that frequent requests are made for the services of a professor regardless of what he offers. It is his inspiration that is desired; the subject may have little value. So important is this fact that one may accept it as the central problem in many extension divisions.

The present report answers a few questions relative to the preparation and university rank of those giving extension courses. Considerable difficulty was encountered in getting data. Many institutions fail to state the name of the teacher of each course. Others omit any mention of his rank. Still others avoid reference to his degrees. A vast amount of correspondence was necessary but from only 38 institutions could fairly complete data be obtained, and several of these may have been misinterpreted. Table 37 gives a general view but in detail

may not accurately represent conditions within a single institution. A much more refined and prolonged study would be necessary to make even approximate accuracy possible. It is believed, however, that the relationships between the totals represent the rank and degree stress among 38 institutions. For example among 1,005 extension teachers in correspondence, 368 or 37% are full professors in general charge of the courses offered; of 1,381 extension class teachers, 294 or 21% are full professors. Comparing these figures with those showing the number of instructors, of the same number (1005) in correspondence 164 or 16% are in charge of these courses and in extension class work 301 or approximately 22%.

TABLE NO. 37 SHOWING INSTRUCTORIAL RANK OF THOSE GIVING CORRESPONDENCE AND EXTENSION-CLASS COURSES

Correspondence		Extension Class	
Rank	%	Rank	%
Professor	37	Professor	21
Associate Professor	13	Associate Professor	9
Assistant Professor	16	Assistant Professor	16
Instructor	16	Instructor	21
Associate and Assistant	5	Associate and Assistant	2
Undesignated	11	Undesignated	29
Scattering	4	Scattering	2

It is seen, then, that about as many full professors as instructors give extension class courses. The conclusion, however, may need slight revision if the column entitled "undesignated" could be redefined. Many listed in this column offer commercial courses and art. At Columbia most of the "undesignated" conduct classes in commercial correspondence and other commercial subjects, in art, ancient languages, and German, and at California in commercial, engineering and vocational subjects. The great majority of undesignated ranks are in technical and manual subjects, for obvious reasons. Experts are needed and these can best be found among those who by inten-

sive experience in office or shop have accumulated wide knowledge and superlative skill. The undesignated column probably would not seriously affect the totals in the other columns. The fact that California and Columbia have 63 out of 116 or 54% undesignated ranks in correspondence and 318 out of 412 or 77% undesignated ranks in extension class courses is not to the discredit of these institutions. The nature of the courses in most of the cases explains the situation. Omitting the totals in this and the column of associates and assistants 83% of the work in correspondence is in charge of professors, associate professors, assistant professors and instructors and 68% of the extension classes are taught by faculty members from these ranks.

Glancing through Table No. 40 in the appendix one finds that the subject fields having the largest number of professors in extension class courses are agriculture (100%), ancient languages (38%), history (37%), natural science (36%), and sociology (39%); associate professors, art (16%), astronomy (15%), chemistry (15%), engineering (17%), psychology (15%); assistant professors, chemistry (26%), engineering (24%), geography (29%), history (21%), household arts (32%), physics (26%), religion (25%), sociology (21%). Those having the largest number of instructors giving extension class courses are chemistry (43%), geology (46%), household arts (36%), mathematics (40%), romance languages (36%).

These figures for 38 institutions, among them the largest universities, indicate that extension courses are considered of sufficient importance to command the cooperation of the universities' upper rank men and women. This, of course, does not mean, *ipso facto,* that an upper rank university teacher is better than one from a lower rank. In some cases the acceptability of the teacher is in inverse ratio to his rank. It simply means that

those who give extension courses are as a rule among those with wide university experience and with considerable knowledge of the subjects they teach. How well they teach is another matter and will be discussed in Chapter Nine.

Professorial rank, however, is only one index. Academic degree, indicative of training, is another. Data from 41 institutions were available and using only the highest academic degree for each extension teacher (for example if Ph.D., A.M. and LL.D. were given only Ph.D. was used as best representing academic training) the following results were obtained: out of a total of 997 degrees (omitting the undesignated) among correspondence teachers in 1923-1924, 358 or 36% were Ph.D.'s, and out of a total of 1,276 degrees among extension class teachers 373 or approximately 30% were Ph.D.'s, during 1923-24. The following table gives the percentages: Table No. 41 in the appendix shows the totals.

TABLE NO. 38 SHOWING ACADEMIC DEGREES HELD BY THOSE GIVING CORRESPONDENCE AND EXTENSION-CLASS INSTRUCTION

Correspondence		Extension	
Degree	%	Degree	%
Ph.D.	36	Ph.D.	30
M.A.	25	M.A.	20
A.B.	13	A.B.	12
B.S.	6	B.S.	6
M.S.	3	M.S.	3
No degrees stated	9	No degrees stated	17
Scattering	8	Scattering	13

Table No. 42 in the appendix shows the percentages of degrees among instructors in various subjects. The highest number of Ph.D. degrees are found in ancient languages (65%), astronomy (50%), chemistry (67%), economics (56%), German (50%), history (63%), natural science (59%), philosophy (50%), psychology (57%). The subjects with the largest number of in-

structors without degrees are art (42%), commercial subjects (31%), engineering (20%), household arts (26%), music (66%), vocational education (41%).

Again it is not implied that a course taught by a Ph.D. or an M.A. is for this reason better than one taught by an A.B. or a B.S. The data merely suggest that faculty members with higher degrees bring to their students a background of training through reading, research and academic position (the latter depending in large part on degrees earned) that usually is not found among those with only bachelor's degrees. The higher degree teachers probably can give a more scholarly course. Exceptions are the courses already noted where rank and degrees cannot rightly be considered important. It should be noted, also, that in the Massachusetts Department of Education full time extension teachers, who are members of the department's extension staff, are designated only "instructors," a general title not comparable with the university rank of instructor.

To some extent professorial rank and professorial degrees are to be evaluated according to the standards of the institution using and giving them. A full professor in a smaller institution may be called to an assistant professorship in a much larger university and consider the transfer a promotion. A Ph.D. from one university does not represent the same quality of preparation as that required in another. In justice to the institutions and to the instructorial staffs one cannot compare one university with another in the matter of ranks or degrees. The present report is interested only in attempting to show that within each institution certain ranks and degrees are represented more than others among those giving extension courses. That the same quality of pigment is not used throughout the picture is admitted but this does not affect its proportions.

Only a few of the universities have been able to or-

ganize separate extension faculties. None of those having such faculties depends upon them entirely. This is true of the universities of North Carolina, Indiana, Texas and Wisconsin, the latter having the largest separate staff. Whether or not separate faculties are desirable is a moot question. Several directors are of the opinion that separate faculties are essential in the geographical expansion of the work. They alone have the adequate time to travel long distances and in correspondence courses to attend to the volume of critical reading of assignments. Such a faculty, however, entails a heavy budget and builds up within the university one more quite distinct group with a different attitude toward university education. The rapidly growing tendency of universities to become aggregates of colleges with only thin connecting links among them is deprecated by some university presidents. To establish one more such separate unit, and one with limitless opportunities for growth in number of students and consequent resources, carries with it possible effects of far-reachnig influence upon the meaning of university education as a whole.

At present extension divisions attract teachers from within the university largely because of the extra compensation that extension teaching affords. However small the additional income may be, it still is something more and for this reason desirable to many faculty members. Few if any of these members, however, enjoy the wear and tear of travel and the frequent absences from their families and friends. Where the extra compensation is very small (in no case is it large as is shown in Chapter Eight) the faculty member declines the invitation to offer a course. Even among full time extension faculties those who give extension class courses would welcome residence teaching. Here and there are men and women who welcome a minimum amount of extension teaching as a relief from campus class rooms and

the usual undergraduate's point of view. For them extension teaching is a form of intellectual relaxation and a source of inspiration through the larger freedom of method that extramural contacts provide.

Extension division directors in many universities are trying to be comfortable on the two horns of a dilemma: they must maintain a multi-alliance with all the colleges of the university on the one hand and satisfy the demands of the public with means often inadequate both in personnel and finances on the other hand. The extension division is still regarded in many institutions as an adjunct that, if allowed to grow, will perform with too much vigor for the academic calm of the university as a whole. University faculties find extension teaching more or less lucrative, but if one may judge from their attitude toward credits, considered in Chapter Four, extension teaching must qualify for its second papers before granted full citizenship within the university.

PROBLEMS FOR FULLER STUDY

1. How are extension teachers selected?
2. What is their special fitness for extension teaching?
3. What is the attitude of university faculties toward extension teaching? Reasons for and against might be collected within each institution and thus give the extension division valuable constructive criticism.
4. What is the attitude of extension students toward their instructors? Such information would supply a list of qualities that would help in developing ideal extension teachers.
5. The pros and cons of separate extension faculties.
6. Are extension faculty meetings held? How could they serve toward a better understanding within the institution and toward greater efficiency in the field?
7. In correspondence courses who does the actual work of supervising the students?
8. A more refined study of the "undesignated, i.e., no rank and no degree group."
9. A more refined study showing the difficulties that extension teachers must cope with and ways and means of overcoming them by a more satisfactory policy of administration.

APPENDIX

TABLE No. 39. SHOWING DEGREES AND RANK ACCORDING TO SUBJECTS GIVEN

		Course	PHD	MA	MS	AB	BS	Hon.	PHB	No.	BL	CE	PHM	ME	CPA	MD	Prof.	Asso. P.	Asst. P.	Inst.	Unles.	Misc.	Asst & Asso.	Miscellaneous
Agri.	Cor.	104	4	5	5	1	10			1							18	9	10	4	4		1	
	Cl.	18	1	1	1	1	1										7							
Anc. L.	Cor.	290	26	12		6		1		9							22	6	7	10	3		2	1 B.D.
	Cl.	85	17	4	1	2		1		1							10	2	3	2	7		2	
Art	Cor	20	1	1		3			1	3				1			3		2	4	3		1	
	Cl.	140	3	7		7	6	1		22							5	8	6	11	16	1	4	4 BArch 2 ADGE 1 MArc.
Astr.	Cor.	30	6	3		1				2							6	1	1	2				1 Sc.D.
	Cl.	10	4	1	1					2							4	2	2	1	4			
Chem.	Cor.	28	8			1				2							5	1	4					
	Cl.	45	14	2	1		4										2	3	5	8			1	
Com	Cor.	233	8	15	4	19	5			17					2		12	10	10	8	25		4	1 BBA, 1 BLS 2 JD, 3 MBA
	Cl.	413	24	23	10	35	11		1	59					20		22	13	19	55	79			1 BBA, 2 MCS, 2 LLM 2 LLB, and 2 MBA
Econ.	Cor.	118	17	17	3	13	1		1	3							20	8	11	11	1		2	
	Cl.	43	14	4	1	3				2						1	11	1	5	7	11		1	
Edu.	Cor.	408	79	47	5	16	8	3	3	11						4	81	17	21	25	21	8	5	1 B.Mus.
	Cl.	355	75	52	1	16	6	3		25	1					3	55	21	34	21	52	8	5	
Eng.	Cor.	384	1	3	6	2	15	2		10		7		7			11	8	7	9	6			1 LLB, 3 EE
	Cl.	392	4	7	9	5	25	1		16				7			28	21	29	17	27		1	2 B.Arch., 6 E.E.
Engl.	Cor.	558	30	39		29	1		1	9	2		1				32	13	29	19	18		13	
	Cl.	516	31	42		27	3	4		13			1	1			35	19	37	46	64	1	4	1 B.D.
Fores.	Cor	9	1														1							
	Cl																							
Geog.	Cor.	43	8	2		5	1										6	3	1	3	1		2	
	Cl.	41	6	7	3	2	1						1				2	3	6	6	3		1	2 DSC
Geol.	Cor	22	10				1										8	1		2				
	Cl.	20	4	3		1	1										2		2	5	2			
Germ.	Cor.	203	15	9	1												18	7	4	5			2	
	Cl.	219	19	10	1	3				4							5	4	7	7	18			
Hist.	Cor.	368	29	25		7		1		4			2				25	8	12	14	8		3	
	Cl.	192	53	23		4		1		3							30	8	17	13	12	2		

TABLE No. 39. SHOWING DEGREES AND RANK ACCORDING TO SUBJECTS GIVEN

PART II

		Course	PHD	MA	MS	AB	BS	Hon.	PHB	No.	BL	CE	PHM	ME	CPA	MD	Prof.	Asso. P.	Asst. P.	Inst.	Under.	Misc.	Asst. & Asso.	Miscellaneous
H. Art . .	Cor.	75	2	8		2	5		1	1						2	3	3	7	5	1			
	Cl	119	1	6		8	7			9						2	1	1	9	10	6		1	
Law	Cor																							
	Cl.	24	2	1							6						4		2	3	6			1 LLB
Math.	Cor	351	27	6	1	3	1	1		1		1		1			17	10	4	5	14	1	3	1 BE
	Cl.	135	11	13	2	3	1			3		6					10	5	8	16	2			1 EE
Music	Cor	62	1	2		2		1		12							5	1	3		1		2	2 B.Mus
	Cl.	88		3		1		3		21							4	1	1	10	8	3	3	4 BMus., 2 FAGO
N Sci.	Cor.	94	16	3	2	3										2	17	2	2	3	1	1	2	
	Cl.	55	19	3		4	1			2						2	10	3	4	4	6		1	1 DSC
Phil.	Cor	67	11	2		1				1							13	3	1	1	1		1	
	Cl.	44	11	4		4		3									11		3	5	3		1	
Phys.	Cor.	48	3		2	1	2					1		1			4	2	2	2	1			
	Cl.	34	4	2		1	3	1		1							2	1	4	3	3		2	1 EE
Psych.	Cor.	59	20	3		1											11	4	4	3	2			
	Cl.	55	16	4		2				3						3	6	4	4	4	9			
Relig.	Cor.	54	10	3		2											8	3	2	2	1	2		2 BD
	Cl.	6	2			2		1									1		1		2			
R. Lan. . . .	Cor.	357	14	35		6		1	1	4							13	4	13	25	2	1	8	
	Cl.	329	19	21		14	3	2		4							14	5	14	36	27		2	
Soc.	Cor.	104	10	4	1	6				1							8	10	6	3	2			
	Cl.	77	14	8		3		1		2							11	2	6	3	6			1 JD. 1 BD
V. Edu. . . .	Cor.	58				1	5		1	4							1		3					1 LLB
	Cl.	69	1	4	1	4	7	5		18		1		1			2	2	4	5	21	1		1 EE

TABLE NO. 40 SHOWING PERCENTS OF RANKS IN 26 SUBJECTS

Subject	Course	Prof.	Asso. Prof.	Asst. Prof.	Inst.	Undes.	Misc.	Asst. & Asso.
Agriculture	Cor.	39	19	22	9	9		2
	Cl.	100						
Ancient Language	Cor.	44	12	14	20	6		4
	Cl.	38	8	11	8	27		8
Art	Cor.	23		15	31	23		8
	Cl.	10	16	12	21	31	2	8
Astronomy	Cor.	60	10	10	20			
	Cl.	31	15	15	8	31		
Chemistry	Cor.	50	10	40				
	Cl.	11	16	26	42			5
Commerce	Cor.	17	14	14	12	35		8
	Cl.	12	7	10	29	42		
Economics	Cor.	37	15	21	21	2		4
	Cl.	31	3	14	19	31		2
Education	Cor.	45	9	12	14	12	4	3
	Cl.	27	11	17	11	26	4	3
Engineering	Cor.	27	19	17	22	14		
	Cl.	23	17	24	13	21		1
English	Cor.	28	10	23	16	13		11
	Cl.	17	9	18	22	31	1	2
Forestry	Cor.	100						
	Cl.							
Geography	Cor.	37	19	6	19	6		13
	Cl.	9	14	29	29	14		5
Geology	Cor.	73	9		18			
	Cl.	18		18	46	18		
German	Cor.	50	19	11	14			6
	Cl.	12	10	17	17	44		
History	Cor.	35	11	17	20	11		6
	Cl.	37	9	21	15	14	2	
Household Arts	Cor.	16	16	36	26	6		
	Cl.	3	3	32	36	22		3
Law	Cor.							
	Cl.	26		13	20	50		
Mathematics	Cor.	31	20	7	9	26	2	5
	Cl.	24	12	20	40	5		
Music	Cor.	42	8	25		8		16
	Cl.	13	3	3	33	27	10	10
Natural Science	Cor.	61	7	7	11	3	3	7
	Cl.	36	11	14	14	21		3
Physics	Cor.	35	18	18	18	10		
	Cl.	13	7	26	20	20		13
Psychology	Cor.	45	16	16	12	10		
	Cl.	22	15	15	15	33		
Religion	Cor.	44	17	11	11	6	11	
	Cl.	25		25		50		
Romance Languages	Cor.	20	6	20	38	3	2	11
	Cl.	14	5	14	36	27		4
Sociology	Cor.	27	34	21	10	7		
	Cl.	39	7	21	10	23		
Vocational Education	Cor.	25		75				
	Cl.	6	6	11	14	60	3	

TABLE NO. 41. SHOWING NUMBER OF DEGREES AMONG

	Total		Rank		Ph.D.		M.A.		M.S.		A.B.		B.S.		Hon	
College	Co.	Cl.	Co.	Cl.	Co.	Cl.	Co.	Cl.	Co.	Cl	Co.	Cl	Co.	Cl	Co.	Cl.
Ala.	45		25													
Ariz.	91		22		9		12		5		1		4			
Ark.	135		11													
Calif	210	672	5	2	25	69	14	46	2	6	6	28	2	16	2	5
Chi.	429		1		79		25		2		8		6		1	
Colo.	242		4				1									
Colum.	123	821	14	1	26	89	17	52	3	12	8	23		5	2	3
Colum. TC		160		7		12		22		1		6		8		1
Fla.	113		18													
Ind.	198		7		25		24		1		6		2		2	
Iowa S.	26		27		1								5			
Iowa U.	117		17		27		9		3		3		1			
Kans.	183		9		8		18		2		12		1		1	
Ky.	122		16		2						4					
Mass. C.		30		155		12		4				1		3		2
Mass. D.	178	188	10	6	7	8	10	12	2	5	36	31	12	13	1	3
Bos. C.		27		17				3				7				2
Bos. U.		115		105		18		15								3
Bos. B. & H.		26		18		4		7								3
Bos. Sim.		10		20												
Bos. Tech.		30		155												
Minn.	190	254	8	4	18	29	17	15	2	2	12	19	4	3		1
Mo.	103		21		21		5						5			
Nebr.	133		12		13		15				2		1		1	
N. Y. U.	5	220	29	5		16		10			2	7		3		1
N. Car.	106	108	20	12	28	27	15	14			5	4	1	2		
N. Dak.	131		13													
Ohio	23		28													
Okla.	202		6		26		22		2		6		2		1	
Ore.	107		19		1		1		1		5		1			
Penn. S.		53		14												
Penn. U.		115		105		31		7		1		4		1		
S. Dak.	82		23				3									
Syr.		124		8		7		14		2		6		6		
Tenn.	123		145		13		6		4		5		5			
Texas	246		3		20		26				10		3			
Utah	64	56	24	13												
Va.		25		19		5		2				1		1		
Wash. C.	41		26		9		4		1							
Wash. U.		263		3		33		21		3		10		11		
W. Va.																
Wis.	379	119	2	9		9		9				9		9		2
Yale		8		21		4		2								
Totals	4147	3424			358	373	244	255	30	32	131	157	55	81	11	26

Total Degrees

EXTENSION INSTRUCTORS IN 43 INSTITUTIONS

Ph.B.		*No Deg.*		*B.L.*		*C.E.*		*M.E.*		*M.D.*		*Others*		*Total In*	
Co.	*Cl.*	*Co.*	*Cl*	*Co.*	*Cl.*	*Co.*	*Cl*	*Co.*	*Cl.*	*Co.*	*Cl.*	*Co.*	*Cl.*	*Co.*	*Cl.*
												3		34	
	1	25	61	2	2	1	1			1	3	3	10	83	248
7		6										3		137	
														1	
		2	39		8	1	1		2		4	2	18	61	257
			12								1		2		65
1		8										1		70	
		1				1						1		9	
		1												44	
		26				2		2		1		1		74	
														6	
			1												23
		14	12			2	1					8	4	92	89
			10										4		26
			15										2		53
															14
													18		18
		1	11			4	2	2	3	2		1	6	63	91
								1		1				33	
		2						3						37	
			12								2		4	2	55
		1										1	1	51	48
		2												61	
														9	
			2		1								1		48
														3	
			8										3		46
		4										2		39	
		1						2				2		64	
1							1			4		1		6	1
			2									2	1	2	12
														14	
			14		1								15		108
			2												2
			9				1		4			2	13	2	65
			1												7
9	1	94	211	2	12	11	7	10	9	9	10	33	102	997	1276

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TABLE NO. 42 SHOWING RANK DISTRIBUTION OF 44 INSTITUTIONS IN

College	Total		Rank		Ph. D.		M. A.	
	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.
Alabama	45		25		24.5		24.5	
Arizona	91		22		13.5		11	
Arkansas	135		11		24.5		24.5	
California	210	672	5	2	6.5	2	10	2
Chicago	429		1		1		2	
Colorado	242		4		24.5		18.5	
Columbia	123	821	14.5	1	4.5	1	6.5	1
Columbia T. C.		160		7		9.5		3
Florida	113		18		24.5		23.5	
Indiana	198		7		6.5		3	
Iowa State	26		27		18.5		24.5	
Iowa University	117		17		3		13	
Kansas	183		9		15		5	
Kentucky	122		16		17		24.5	
Massachusetts Com...		30		15.5		9.5		14
Massachusetts Dept..	178	188	10	6	16	12	12	9
Massachusetts Bos. C.		27		17		19.5		15
Massachusetts Bos. U.		115		10.5		7		5.5
Massachusetts H. & B.		26		18		15.5		12.5
Massachusetts Simmon		10		20		19.5		19.5
Massachusetts Tech. .		30		15.5		19.5		19.5
Minnesota	190	254	8	4	10	5	6.5	5.5
Missouri	103		21		8		15	
Nebraska	133		12		11.5		8.5	
New York Univ.....	5	220	29	5	24.5	8		10
North Carolina	106	108	20	12	2	6	8.5	7.5
North Dakota	131		13		24.5		24.5	
Ohio State	23		28		24.5		24.5	
Oklahoma	202		6		4.5		4	
Oregon	107		19		18.5		18.5	
Pennsylvania State..		53		14		19.5		19.5
Pennsylvania Univ...		115		10.5		4		12.5
South Dakota	82		23		24.5		17	
Syracuse		124		8		13		7.5
Tennessee	123		14.5		11.5		14	
Texas	246		3		9		1	
Utah	64	56	24	13	24.5	19.5	24.5	19.5
Virginia		25		19		14		16.5
Washington State....	41		26		13.5		16	
Washington Univ....		263		3		3		4
Wisconsin	379	119	2	9	24.5	11	24.5	11
Yale		8		21		15.5		16.5
X					24.5	19.5	24.5	19.5

THE RANK AND DEGREES OF THEIR EXTENSION TEACHER. PART I

M. S.		A. B.		B. S.		Hon.		M. D.	
Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.
23.5		23.5		23.5		14		17.5	
1		17		6.5		14		17.5	
23.5		23.5		23.5		14		17.5	
7.5	2	8	2	10	1	2	1	4	2
7.5		5.5		2		6		17.5	
23.5		23.5		23.5		14		17.5	
3.5	1	5.5	3	23.5	7	2	3.5	17.5	1
	7.5		9.5		5		10		4
23.5		3.5		23.5		14		17.5	
12		8		10		2		17.5	
23.5		23.5		4		14		17.5	
3.5		14		14		14		17.5	
7.5		2.5		14		6		4	
23.5		13		23.5		14		17.5	
	15		13.5		9		7		17
7.5	3	1	1	1	2	6	3.5	17.5	17
	15		7.5		18		7		17
	15		18		18		3.5		17
	15		18		18		3.5		17
	15		18		18		16.5		17
	15		18		18		16.5		17
7.5	5.5	2.5	4	6.5	9	14	10	2	17
23.5		23.5		4		14		4	
23.5		15.5		14		6		17.5	
23.5	15	15.5	7.5	23.5	9	14	10	17.5	3
23.5	15	11	11.5	14	11	14	16.5	17.5	17
23.5		23.5		23.5		14		17.5	
23.5		23.5		23.5		14		17.5	
7.5		8		10		6		17.5	
12		11		14		14		17.5	
	15		18		18		16.5		17
	7.5		11.5		12.5		16.5		17
23.5		23.5		23.5		14		17.5	
	5.5		9.5		6		16.5		17
2		11		4		14		17.5	
23.5		4		8		14		17.5	
23.5	15	23.5	18	23.5	18	14	16.5	1	17
	15		13.5		12.5		16.5		17
12		23.5				14		17.5	
	4		5		3		16.5		17
23.5	15	23.5	6	23.5	4	14	7	17.5	17
	15		18		18		16.5		17
23.5	15	23.5	18	23.5	18	14	16.5	17.5	17

TABLE NO. 42 SHOWING RANK DISTRIBUTION OF 44 INSTITUTIONS IN

College	No Degrees		Prof.		Asso. Prof.	
	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.
Alabama	27		3		23.5	
Arizona	22		7		9	
Arkansas	22		25.5		23.5	
California	2	1	9.5	6	4	1
Chicago	5		2		1	
Colorado	22		25.5		23.5	
Columbia	8	2	16.5	1	12	2
Columbia T. C.		6		11		5
Florida	22		25.5		23.5	
Indiana	4		4		5	
Iowa State	12		20.5		23.5	
Iowa University	12		11.5		9	
Kansas	1		6		6.5	
Kentucky	22		25.5		23.5	
Massachusetts Com.		15.5		10		13.5
Massachusetts Dept.	3	6	25.5	19.5	23.5	18
Massachusetts Boston C.		9		16		18
Massachusetts Boston Univ.		3		6		8
Massachusetts H. & B.		19		14		11
Massachusetts Simmons		19		19.5		18
Massachusetts Technical		19		12		9.5
Minnesota	12	8	11.5	8.5	6.5	4
Missouri	22		8		13.5	
Nebraska	8		5		13.5	
New York University	22	6	25.5	6	23.5	7
North Carolina	12	19	1	2	23.5	18
North Dakota	22		25.5		23.5	
Ohio State	22		16.5		23.5	
Oklahoma	8		13		9	
Oregon	22		20.5		23.5	
Pennsylvania State		19		19.5		18
Pennsylvania University		13		3		18
South Dakota	22		14.5		15	
Syracuse		11		8.5		6
Tennessee	6		9.5		3	
Texas	12		19		2	
Utah	22	19	14.5	19.5	16	18
Virginia		13		15		12
Washington State College	22		18		11	
Washington University		4		4		3
West Virginia		13				
Wisconsin	22	10	25.5	13	13.5	9.5
Yale		15.5		17		13.5
X	22	19	25.5	19.5	23.5	18

THE RANK AND DEGREES OF THEIR EXTENSION TEACHER. PART II

Asst. Prof.		Inst.		Asso. & Asst.		Undes.		Direc.	
Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.	Cor.	Cl.
25		15.5		18.5		14		18.5	
9		15.5		18.5		21.5		18.5	
17.5		23.5		18.5		21.5		18.5	
15.5	3	7.5	8	1	2	2	2	18.5	1
2		1		3.5		11.5		18.5	
25		23.5		18.5		21.5		18.5	
6.5	1	7.5	1	18.5	1	1	1	18.5	13.5
	11		4		4.5		5		13.5
25		23.5		18.5		21.5		18.5	8.5
6.5		5.5		6.5		5		18.5	
17.5		23.5		18.5		21.5		18.5	
8		5.5		5		21.5		18.5	
2		4		18.5		7		18.5	
25		23.5		18.5		21.5		18.5	
	11		13.5		7.5		18		13.5
25	18	23.5	13.5	18.5	15.5	11.5	9.5	18.5	13.5
	18		11		15.5		6		3.5
	11		8		4.5		7		13.5
	13.5		13.5		15.5		8		13.5
	18		18		15.5		18		13.5
	8.5		15		15.5		18		13.5
5	2	2	2	18.5	7.5	21.5	11.5	5	13.5
10		12		18.5		21.5		18.5	
19.5		9		18.5		11.5		18.5	
25	8.5	23.5	8.5	18.5	7.5	21.5	4	18.5	13.5
25	18	23.5	18	18.5	15.5	7	9.5	18.5	13.5
25		23.5		18.5		21.5		18.5	
13		15.5		8		9		5	
2		12		2		4		5	
19.5		12		18.5		21.5		18.5	
	18		18		15.5		18		13.5
	4		10		15.5		18		13.5
11		23.5		18.5		21.5		5	
	6		5		15.5		11.5		13.5
15.5		10		6.5		11.5		5	
4		3		3.5		21.5		2	
13	18	15.5	18	18.5	15.5	3	13.5	18.5	13.5
	13.5		12		15.5		18		3.5
13		23.5		18.5		7		1	3.5
	5		6		15.5		3		13.5
25	7	23.5	3	18.5	3	21.5	18	18.5	13.5
	15		18		7.5		13.5		13.5
25	18	23.5	18	18.5	15.5	21.5	18	18.5	13.5

TABLE No. 43 SHOWING PERCENTAGE OF DEGREES IN 27 SUBJECTS. PART I

Subject	Course	Ph. D.	M. A.	M. S.	A. B.	B. S.	Hon.	Ph.B.	N.Dg.	C. E.	Misc.	Ph.M.	M.E.	CPA	M. D	B. L.
Agriculture	Cor.	15	19	19	4	38			4							
	Cl.	20	20	20	20	20										
Ancient Language	Cor.	47	22		11		2		16		2					
	Cl.	65	15	4	8		4		4							
Art	Cor.	10	10		30			10	30				10			
	Cl.	6	13		13	11	2		42		13					
Astronomy	Cor.	46	23		8				15		8					
	Cl.	50	12½	12½					25							
Chemistry	Cor.	73			9				19							
	Cl.	67	9	5		19										
Commerce	Cor.	10	19	5	25	6			22		12					
	Cl.	13	12	5	18	6		1	31		5			10		
Economics	Cor.	28	28	5	21	2		2	5		10					
	Cl.	56	16	4	12				8						4	
Education	Cor.	44	27	3	9	5	2	2	6		1				2	
	Cl.	41	28	1	9	3	2		14						1	1
Engineering	Cor.	2	5	11	3	26	8		18	13	7		12			
	Cl.	5	8	11	6	30	1		20		9		9			
English	Cor.	27	35		26	1		1	8			1				1
	Cl.	25	34		22	2	3		11		1	1	1			
Forestry	Cor.	100														
	Cl.															
Geography	Cor.	50	13		31	6										
	Cl.	27	32	14	9	4					10	4				
Geology	Cor.	91				9										
	Cl.	44	33		11	11										
German	Cor.	60	36	4												
	Cl.	50	27	3	8				11							
History	Cor.	43	36		10		1		6			3				
	Cl.	63	27		5		1		3							

TABLE No. 43 SHOWING PERCENTAGE OF DEGREES IN 27 SUBJECTS. PART II

Subject	Course	Ph. D.	M. A.	M. S.	A. B.	B. S.	Hon.	Ph.B.	N.Dg.	C. E.	Misc.	Ph.M.	M.E.	CPA	M. D.	B. L.
High Arts	Cor.	10	38		10	24		4	4						10	
	Cl.	3	18		24	21			26		3				5	
Law	Cor.															
	Cl.	20	10								10					60
Mathematics	Cor.	63	14	3	5	3	3		3	2	2		2			
	Cl.	27	32	5	8	3			8	15	3					
Music	Cor.	4	9		9		4		55		18					
	Cl.		9		3		9		66		13					
Natural Science	Cor.	62	12	8	12										6	
	Cl.	59	9		13	3			6		3				6	
Philosophy	Cor.	73	13		7				7							
	Cl.	50	18		18		14									
Physics	Cor.	30		20	10	20							10			10
	Cl.	31	15		8	23	8		8		8					
Psychology	Cor.	83	13		4										11	
	Cl.	57	14		7				11						11	
Religion	Cor.	59	17		12						12					
	Cl.	40			40		20									
Romance Languages.	Cor.	23	57		10		1	1	8							
	Cl.	30	33		22	5	3		6							
Sociology	Cor.	45	18	5	27				5							
	Cl.	47	26		10		3		7		7					
Vocational Education	Cor.				7	39		7	31	7	7					
	Cl.	2	9	2	9	17	12		41	2	2		2			2

82% of all degrees are Ph.D.'s.

CHAPTER SEVEN

RURAL AND URBAN UNIVERSITY EXTENSION

The preceding chapters have attempted an analysis of the university's extension activities throughout the state, without considering how these activities favor either the rural districts or the urban centers. The report is unable to give statistical information to show the relative amount of university extension service in these two types of area, for the reason that the extension divisions do not have data conveniently arranged for this purpose. Several facts, however, can be given and these, it is hoped, will make the picture fairly clear at this point.

University Extension in Rural Districts

In Chapter Three it was shown that an enormous amount of attention is given to the improvement of rural life, vocationally, domestically and socially. Colleges of Agriculture and most of the land-grant colleges or state universities render this service in generous proportions at low cost or entirely free of cost. State universities or state supported schools have been made the agencies through which state departments seek to improve methods of farming and home making, to promote child welfare and to refine civic life. Agricultural extension is performing invaluable service through farmers' institutes, boys' and girls' club work, home demonstrations, the county agent being ever present as director and

instructor. In addition to these more technical forms of improvement are the broadening opportunities available through the organization of community centers where community drama and music and a large variety of lectures provide entertainment and uplift and not a little instruction. Physical well-being is supervised through play, clinics and general instruction. There is hardly any phase of community life that is not receiving considerable attention from the university through either the college of agriculture or the extension division as a whole.

Systematic instruction in more prolonged sequence of courses is likewise offered, but it is here that difficulties, almost insurmountable, appear. The farmer is not being reached by non-vocational courses, as can be seen by referring to the lists of occupations represented among extension students. In only rare instances are farmers enrolled in extension classes or in correspondence courses. The women's clubs, it is true, offer opportunity for the university to direct a certain amount of study, and in some universities, as at Indiana, this service is admirably developed, but, aside from the organizations already mentioned, the men are not being reached. The reasons are not difficult to find. Lack of sufficient extension instructors, inconvenience of traveling facilities, lack of time on the part of the farmer, especially during the fall and spring, and the lack of courses properly popularized are among the reasons. The farmer obviously should be interested in rural sociology, economics, natural science, the physical sciences and political science, but as usually offered by the university they are too technical for his understanding and appreciation. Not that the farmer is handicapped by inferior capacity to understand and appreciate, but his ability to do so of necessity is limited by his lack of systematic study in these fields. Clearly interpreted and inspiringly presented by a university representative, these subjects doubtless would interest

the rural dweller. But if this interest cannot be further developed by convenient library facilities or by appropriate syllabi progress is seriously handicapped.

In those states where Americanization and illiteracy are pressing problems the public schools and higher institutions need to continue to join forces. It is lamentably true that these problems are still unsolved in many sections of the United States, in spite of much earnest effort by public and private agencies, such as the moonlight schools. Again, topography is a barrier, especially in mountainous areas, and in others where good roads are mere lines on improvement maps. That the universities are not neglecting the rural or non-urban districts is evident from a study of the several maps in Chapter Three. If not able to reach these communities with systematic instruction the extension divisions are doing so by means of library service, visual instruction (films and slides), lectures and supervision of high school debating leagues as well as by cooperation with women's clubs. The newsletter plays an important rôle in bringing the university to the state in North Carolina, and in practically every state bulletins on a multiplicity of topics enter both rural and urban homes.

The accompanying list of institutions provide specific extension instruction (formal and informal) in agriculture.

Vocationally and domestically the farmer and the other members of the rural community are being served by the universities as indicated. Information, instruction and recreation are being generously provided. The larger educational and social development stimulated by systematic or home group study where the adult is encouraged and taught how to think in fields other than farming is almost wholly lacking for the reasons stated. It is believed that the statement just made is valid even when compared with the following by C. B. Smith

	INSTITUTION	INSTRUCTION
1.	Alabama Polytechnic Inst.	Vocational Agriculture
2.	Arizona	Correspondence
3.	Arkansas	Reading Courses in Agriculture and Correspondence
4.	California	Class
5.	Connecticut Agr. College	Special Two and Four Day Classes. Adult Clubs
6.	Columbia	Correspondence and Class
7.	Florida	Correspondence and Class Instruction in Agriculture
8.	Idaho	Correspondence
9.	Kansas State Agr. College	Extension Class
10.	Kentucky	Correspondence
11.	Maine	Correspondence
12.	Massachusetts Agr. College	Correspondence, Five and Three-Day Schools
13.	Massachusetts Dept.	Correspondence and Class
14.	Missouri	Correspondence and Extension Class
15.	Montana A. and M. College	Movable Schools and Farming Trains
16.	North Carolina	Correspondence
17.	Nebraska	Correspondence Class, Short Courses
18.	Ohio State	Extension Class and Correspondence
19.	Oklahoma A. and M. College	Correspondence
20.	Pennsylvania State College	Extension Class
21.	Pennsylvania	Extension Class
22.	Syracuse	Extension Class
23.	Tennessee	Correspondence
24.	Washington State	Correspondence

in a paper entitled "Ten Years of Extension Work under the Smith-Lever Act, 1914-1924": [1]

". . . Extension work, as it is being organized and conducted by the land-grant colleges and the Federal Department of Agriculture, is stimulating to men's minds; and, if there is one thing that is most important in the whole extension field, it is undoubtedly awakening of men's mind to self-improvement, altruism and action. Even one awakened mind, if stirred to action in a community, is a power for betterment. If a half dozen or more men in a community are awakened what may not be accomplished in that community? The fact that 40,000 community programs were developed last year in which farmers themselves, cooperating with extension agent,

[1] Read at the meeting of the Extension Section of the Association of Land-Grant Colleges, Washington, D. C., November 12, 1924, and published by the United States Department of Agriculture, Washington, D. C.

analyzed the needs of the community, devised remedies, selected 180,000 leaders, determined upon 1,150,000 demonstrations, carried them to completion and reported the results, shows that some thinking—some thinking to a purpose—was done. And then, when you recall that our extension agents are teaching more and more, not by telling but drawing out, that is by encouraging the farmer himself to explain the demonstration, conduct the meeting, make the report, write the letter, solicit the membership, explain the work and handle the funds, you can see that the best pedagogical practices known to man are being used and that men are being stimulated to think and think in terms of action. The first essential of good farming, high standards of living, and a good home is thinking men and women, and extension work is finding and developing such people."

Without question agricultural extension is producing the results claimed above but it should be noted that these gains are almost wholly vocational. Their influence for elevation beyond farm interests is not thereby assured. Table No. 44 from a report of Statistics of Cooperative Extension Work 1923-1924 by Mr. Eugene Merrit [2] gives the scope of agricultural extension.

This is an impressive list of items and expenditures and one that no right-minded citizen would desire to have reduced. It, however, is purely vocational and considers the farmer as only a farmer. Adult education in terms of agricultural and rural extension means exactly what Mr. C. B. Smith says in the closing sentences of his paper already referred to: "Extension work is seeking to promote a contented rural people, a people who find satisfaction in their work, in each other, in the glory of the soil, the growing crops, the harvests, the bounteous table, the neighborly visit."

One may well ask: Does all of this vocational improvement help the farmer or the citizen in smaller communi-

[2] United States Department of Agriculture Circular 306, March 1, 1924.

TABLE No. 44 SHOWING COST OF AGRICULTURAL EXTENSION

Administration	$1,000,501
Printing and Distribution of Publications	337,763
County Agent Work	9,836,572
Home Demonstration Work	3,099,464
Boys Club Work	1,134,353
Home Economics Specialists	601,548
Extension Schools	119,905
Animal Husbandry	353,430
Poultry	276,047
Dairying	335,176
Animal Diseases	36,240
Agronomy	365,492
Horticulture	282,003
Botany and Plant Pathology	124,145
Entomology, Apiculture, Ornithology	117,130
Rodent Pests	23,765
Forestry	21,115
Agricultural Engineering	176,862
Farm Management	164,053
Rural Organization	36,347
Marketing	196,651
Exhibits and Fairs	24,970
Farmers Institutes	33,910
Correspondence Courses	35,175
Miscellaneous Specialists	146,151

ties to think fearlessly on affairs other than agriculture? Does it make him open-minded toward the findings of science, other than those affecting the farm, and give him a background against which he can evaluate experience and exercise fair-minded judgment in the counsels of men?

In the rural districts adult education means a wealth of opportunity for mental and physical recreation and a wide range of instruction in fields directly applicable to better methods and conditions of farming and to more satisfying management of home-life.

UNIVERSITY EXTENSION IN URBAN CENTERS

Inasmuch as the bulk of university extension courses is offered in cities, large and small, it is unnecessary to review the work offered by the universities so far con-

sidered. There is another group, however, whose contributions need to be studied, namely the Urban Universities. The Association of Urban Universities was founded in November, 1914. At present it is composed of the following institutions:

LIST OF MEMBERS OF THE NATIONAL ASSOCIATION OF URBAN UNIVERSITIES

1. Boston University.
2. The College of the City of New York.
3. Hunter College of the City of New York.
4. Johns Hopkins University.
5. Municipal University of Akron, Ohio.
6. Northwestern University.
7. Reed College, Portland, Ore.
8. Temple University, Phila.
9. Toledo University, Ohio.
10. University of Buffalo.
11. University of Cincinnati.
12. University of Louisville.
13. University of Pennsylvania.
14. University of Pittsburgh.
15. Washington U. St. L.
16. Brown University.
17. Case School of Applied Science, Cleveland.
18. Clark University.
19. Drexel Institute, Phila.
20. University of Toronto, Canada.
21. University of Denver.
22. University of Rochester, New York.
23. Syracuse University, N. Y.
24. Vanderbilt University, Nashville, Tenn.
25. Western Reserve, Cleveland.
26. Ohio State University.
27. Harvard University.
28. University of Minn.
29. Hamlin University.
30. George Washington University, Wash., D. C.
31. Evansville College, Evansville, Indiana.
32. Carnegie Institute of Technology.

Only a few of these can be considered municipal universities in the sense that they are wholly or in part supported by city appropriations. Extension work in several of the others is analyzed elsewhere in this Report. Of the others Dean Frederick B. Robinson writes: [3] ". . . most urban universities do not use the expression 'extension work.' We rather use the expression 'evening sessions.' The general tendency in the country is to duplicate at night the courses which are offered by day in the undergraduate college and in certain professional schools. Naturally enough, extension courses with or without credit and of a more popular or diluted variety

[3] In a letter dated May 28, 1925.

have their place, but the great movement today is not for university extension in the cities, but for duplication in an evening session, so far as possible, of all the advantages which are open in the day sessions. To such courses students are admitted who meet exactly the same entrance requirements as do day students and they are granted their certificates, diplomas and degrees upon completing the same courses of study as those which are set up for day students who receive the same certificates, diplomas and degrees."

Where extension courses are offered they stress in most instances professional study for teachers. This is true at the University of Tulsa, Oklahoma City University, University of Buffalo, the Municipal University of Akron, the University of Cincinnati, the University of Omaha and both City College and Hunter College of New York. In the latter, for example, the only courses listed as Extension are three in commercial subjects and 26 in Methods. The University of Toledo extension work is confined to a class in Factory Management and a class in Radio, both evening classes.

In all cities with universities such as those already mentioned extension divisions cooperate with the Board of Education in providing ways and means for teachers in service to acquire professional credits toward certificates and increases of salary based on professional improvement. An illustration of this relationship between prospective increase of salary and professional study on the part of teachers is the fact that in Oklahoma City there was a noticeable decrease in attendance upon eveing college classes when the increase in salary was not granted. There is good reason to suspect that if such salary increases were refused throughout the country there would be a serious falling off in all extension and summer school enrollments. One may with truth con-

clude that the bulk of extension study is dominated by a vocational motive.

The fact that practically all of the "extension" courses offered in municipal universities are given at night and on Saturday and that these universities as a rule do not consider these courses extension work raises the general question of how all evening and Saturday classes in all institutions should be classified. There is some precedent in the fact that business colleges with many evening classes for those who work during the day regard such courses as part of the day's schedule and not as extension. The same is true of the public night schools. Such courses in many universities are not administered by the extension divisions but belong to the usual liberal arts and professional colleges and are administered by the respective deans. If only those courses that are listed as extension and for registration of which the director of extension is responsible are to be classified as university extension this may be an arbitrary distinction and administratively clear but it fails to give the university credit for its due share in adult education. Under this plan of registration the difficulty of defining adult education in terms of the university's contribution thereto is greatly increased.

Summary

So far as facts have been available for the inquiry to date rural university extension embraces a multitude of activities that provide recreation and not a little general information and instruction through institutes, lectures, study clubs, packet and traveling library service, the radio and such visual means as slides and films. More systematic instruction and supervision are furnished along strictly vocational lines of scientific agriculture. Correspondence and class extension courses in

subjects other than agriculture or those related thereto are not selected by the rural citizen as a rule. Data showing to what extent the university is reaching the non-farmer in small communities have not been compiled but one can safely conclude that in only rare instances are such persons enrolled as extension students.

Strictly municipal universities offer a considerable number of evening classes but as a rule these are not classified as extension and are not administered by an extension director. Most of the students enrolled in these classes are teachers and others completing a university education. The courses are usually repetitions of those scheduled during the regular university day and are subject to the same registration requirements for diplomas and degrees as govern the day courses. For this reason they are not regarded as extension, although they attract many adults of maturer years, who for reasons of employment are not able to matriculate as day students. This fact makes it difficult to define quantitatively adult education in terms of university extension.

PROBLEMS FOR FULLER STUDY

1. Data showing the kinds of courses that can profitably be offered to rural dwellers.
2. How can demand for systematic instruction among rural dwellers be stimulated?
3. To what extent can women's clubs, farmers' institutes and community centers be organized as classes for systematic study? To what extent can the university and the local school cooperate in such instruction by using the local school, superintendent, and teachers? How can the local church and the university cooperate? Can arrangements be made with a neighboring librarian for such courses?
4. Can cooperative courses with departments of agriculture be offered in such subjects as rural economics, sociology, physics, chemistry, biology, whereby both academic and applied units can be taught in a composite organization? If so, could such courses be credited toward a university degree? Can similar courses be offered in cooperation with departments of household arts?

5. Can debating and physical contests, sponsored by the university, be so organized that the university through the local high school becomes partner in courses on English composition and physical education? Can similar arrangements be made in fine arts and in music?
6. Can civic improvement programs be so organized as to include intensive courses in related subject-matters?
7. Can school supervision be so managed by the university that it serve as a demonstration of the principles of school and class management conducted by the supervisor in place of or in addition to the usual institute? Such courses are now offered at the University of Pittsburgh for city teachers.

CHAPTER EIGHT

UNIVERSITY EXTENSION AS A BUSINESS ENTERPRISE

In this chapter the report will consider the financing of university extension education. In only a few instances was it possible to obtain comprehensive data but those given throw not a little light on the proportions to which this branch of adult education has grown. Data will be given showing general income and expenditures, the amount paid for instruction and the range in student fees in correspondence and extension class courses.

General Income

Table 45 in the appendix shows how extension work has grown at the University of California. In 1913-1914 no appropriation was received from the state and in 1914-1915 the first appropriation to the amount of $10,000 was made. In 1922-1923, eight years later, the appropriation was $125,504.77. In 1913-1914 the receipts from fees and other sources excluding appropriation were $21,701.35 and in 1922-1923, $189,800.91. During the first year expenses amounted to $19,149.61 and in 1922-1923 to $251,944.94, this sum increasing to $300,716.25 in 1923-1924. Between 1913 and 1924 the university extension appropriations amounted to $837,474.43.

The University of Wisconsin has enjoyed similar prosperity, but during 1921-1924, while the income was large, totaling $770,727 and in addition $644,000 from state appropriations, the annual receipts decreased. In

1921-1922, exclusive of appropriations, the income was $288,573; in 1922-1923, $260,536; and in 1923-1924, $221,618. But during these same years the appropriations increased, being $210,500, $210,500, and $223,000 for each of these years respectively, the total appropriation for the three years amounting to $644,000. See Table 51.

The following data from Columbia University show that in the Home Study division the courses were given at a financial loss during the first four years, but that a small balance was gained during the year 1924-1925. See also Table 46.

1920-21	Income.....	$ 5,784.54	Expenses.....	$ 10,000.00
1921-22	Income.....	22,921.91	Expenses.....	25,000.00
1922-23	Income.....	28,160.58	Expenses.....	30,000.00
1923-24	Income.....	28,979.78	Expenses.....	48,900.00
1924-25	Income.....	111,048.38	Expenses.....	104,857.86

At the University of Chicago Home Study tuition receipts during 1923-1924 totaled $93,604.03.

These four institutions may serve as illustrations of "big business" in extension among the universities.

On a smaller scale are the figures from Indiana State University. In 1922-1923 the income from correspondence study fees was $9,542.00 and the outlay for such courses $6,605.15. For 1923-1924 the ledger reads $10,027.51 income and $7,513.81 outlay; for 1924-1925, income $10,541.33 and outlay $4,446.75, the latter sum being for the period between October 1st and May 1st and therefore not complete. Income and outlay in the extension class bureau are recorded as follows: during 1922-1923, income $28,942.00 and expenses $31,599.27; during 1923-1924, income $29,881.25 and outlay $31,696.51; for 1924-1925, income $32,672.50 and estimated outlay $32,362.86. These data do not include the Indianapolis and Fort Wayne centers. At the former, the income for the second semester, 1924-1925, up to April

17 was $10,881.50 and outlay $8,639.42. Figures showing state appropriations have not been available. See Table 48.

Inasmuch as the North Carolina extension division represents another part of the country its figures will be of interest. In 1922-1923 its income from all extension instruction was $10,457 and outlay $13,685. It used a university appropriation of $3,228. In 1923-1924 the income had increased to $25,683 and its outlay to $41,499, the university appropriating $15,816. The director estimates as follows for 1924-1925: income $42,810 and outlay $66,222, of which amount the university appropriation will pay $23,412. In 1922-1923, 76.4% of the extension teaching was self-supporting but the next year this had declined to 61.8%. For the year 1924-1925 it is estimated by the director that 64.6% will be self supporting.

Turning now for a moment to the extension division of the Massachusetts Department of Education, the income from correspondence and class instruction and sales of materials was in 1921-1922, $52,086.86, in 1922-1923, $63,277.35, and in 1923-1924, $79,138.43. On the basis of income from actual fees for five months of the present year the director estimates that the total income for 1924-1925 will approximate $100,000. The only figures showing expenditures available for this report are those giving a total of $159,800.92 for 1923-1924, the deficit to be covered by state appropriation.

Two or three conclusions from the foregoing data are obvious. University extension is growing in income and cost; state or university appropriations are necessary; expenses are likely to outrun income. The latter is difficult to avoid, for it is impossible to estimate the rate of expansion. Demand must be supplied and the extension division finds itself in the predicament of the commercial concern whose orders multiply faster than it

can fill them. If an extension division does not respond, the public's interest may wane and its revival become possible only with considerable difficulty, if at all. An extension division must strike when the iron is hot and this may mean that expediency creates deficits rather than balances.

Extension Fees

The foregoing mass figures of income and outlay include two major sets of data, income from fees and cost of instruction. The report is here able to furnish rather complete information. The average student fee for 29 institutions offering correspondence courses is $12.88 and the average student fee for 19 institutions offering extension class courses is $14.93.

The range of averages in correspondence fees is from $4.87 in the Massachusetts Department to $59.03 at Columbia University. Inasmuch as the Columbia fees are far in advance of those in other institutions it is fairer to use South Carolina with its average fee of $45. Aside from these two universities the highest average fee is $17.73 at the University of Chicago. The lowest average extension class tuition is $4.22 at the Massachusetts Commission and the highest average $26.12, at Boston College. Outside of these two institutions, both with headquarters in Boston, the lowest average fee is $7.77, at the University of California, and the highest $22.59, at Columbia. Comparing two state universities, the lowest average fee in extension class instruction is $10.00, at North Carolina, and the highest $13.85, at Wisconsin. From Table 52 it can be seen that private institutions charge the highest fees, due, no doubt, in part to the fact that they cannot fall back upon a state appropriation.

Comparing averages among the subject departments, the average correspondence fee among 27 subjects is

$11.24, a trifle less than the average fee for the institutions as a whole. For extension class instruction the average is $16.55, a little more than the average for the institutions. The lowest average among correspondence courses appears in agriculture and the highest in religion, but when it is noted that in some institutions instruction in agriculture is free and that religion occupies a prominent place among the subjects only at the University of Chicago the comparison is not significant. Similarly, the low averages in household arts ($7.41) and vocational education ($7.99) are explained by the minimum fee of 50c in the former and $3.00 in the latter. Comparing only the usual academic subjects, the lowest average fee appears in sociology ($8.21) and the highest in chemistry ($25.00). The average for education is $9.90 and for history $10.65.

Averages in extension class instruction are quite different. The lowest is in vocational education ($9.55) and the highest in music ($26.73) with agriculture a close second ($25.59). Among the academic subjects the lowest average appears in astronomy ($11.15) and the highest in physics ($20.00). In education and history the respective averages are $13.16 and $15.44.

The averages, however, do not show the range within the subjects themselves. For example, in correspondence the maximum fee in engineering is $27 and the minimum $1; in mathematics the highest is $36 and the lowest $1; in philosophy the highest is $19 and the lowest $5. Extension class instruction offers similar contrasts: the highest fee in commercial subjects is $150 and the lowest $2; the highest in English is $48 and the lowest $2. In mathematics the extremes are $60 and $3; in philosophy $32 and $2.50. See Table 54, in Chapter Nine.

The reasons for the wide differences in fees are not difficult to find. The length of the course is a determining factor; its academic level, i.e., whether elemen-

tary or advanced, is a second; the status of the institution, whether private or state, is a third. Other reasons are the size of the institution and the demand upon it for extension instruction, the cost of instruction, etc. The figures in Table 52 cannot be used in attempting to arrive at a standard fee. The averages are suggestive but many factors must be considered in dealing with the fees within each institution and within each subject. A comprehensive and intensive study would provide a sounder basis for approximate uniformity if closer cooperation should be deemed desirable. At best the figures do show in some detail that institutions differ rather widely in their evaluation of extension instruction and they suggest the importance of more exact inquiry concerning the cost of adult education for the public. On the whole one may safely conclude that such education through university extension is comparatively cheap in the majority of the institutions, especially so in the state universities.

Partial Cost of Instruction

Data from 38 universities show in some detail the remunerations that members of faculties receive for their services. In Table 53 these are given as reported by the National University Extension Association. In correspondence the smallest amount paid for critical reading of assignments is 15c per student paper. In some institutions payment is on the basis of so much a semester hour. The Table shows, however, considerable diversity of practice, about half of the institutions listed paying on the basis of so much for each assignment read.

Extension class instruction, likewise, is paid for in diverse amounts. Indiana University, for example, pays from $45 to $75 per credit hour and Harvard $166 and

California usually $150; but North Dakota only from $24 to $32. It is customary for directors to do their bookkeeping on a course basis, as illustrated by figures from Indiana University. Such figures show that the profits of one course are used to meet deficits in another, a policy pursued in the interest of the student but in the long run difficult, if indeed advisable, to maintain. At Indiana if a class in philosophy, for example, is organized as part of a series of courses the series will be given although the enrollment falls below a profit basis, the university by this policy indicating its willingness to serve those who desire or for various reasons need the courses. The usual policy followed is that a profitable minimum of enrollments is required before a course will be given. If the original enrollment decreases the instructor's remuneration may be pro-rated, this being one means of throwing upon the instructor the burden of maintaining the student's interest in the course. Such a policy is by no means common, however, and in view of all the factors that control the continuing popularity of a course, would seem difficult to justify.

No attempt has been made to study the per capita cost of instruction. From two institutions, however, such information has been received and is therefore mentioned in passing. At the University of North Carolina in 1922-1923 for all correspondence, class and medical extension courses the cost per registration was $21.93, in 1923-1924, $23.31, and the director's estimate for the current year is $17.20. In correspondence courses alone the cost for the same years was $20.55, $16.40, and $13.68. For extension classes other than medical the director's report gives $27.05, $19.56 and $19.56, all of them larger than for correspondence, owing in part to the traveling expenses required in conducting the extension classes. The cost for the medical classes is much higher, being $24.89, $32.24, and $30.59.

Conclusions

From the various data presented in this chapter, some of them very fragmentary, a few conclusions may be justified. Extension business, as illustrated by data from the largest divisions, has grown to significant proportions as shown by income from fees and state appropriations and by expenses for instruction. Still having in mind a definition of university extension, the chapter finds that a typical extension student as defined in Chapter Five will pay for extension instruction through correspondence in education or history $9.90 or $10.64 and for extension class instruction in the same subjects $13.16 or $15.44. In correspondence the one who reads student assignments receives about 30 cents for each assignment and a class instructor receives approximately $250 for each course.

PROBLEMS FOR FULLER STUDY

1. Standard forms of cost accounting.
2. What determines the amount of a student fee?
3. On what basis is an extension teacher paid? How does this compare with salaries on the campus, pro rated?
4. What is the relative itemized cost of each bureau within an extension division? How is each cost justified? What is the income of each bureau?
5. What is the cost to the university of free service?
6. If the full amount of an appropriation is not used is the extension division permitted to apply the balance to the next year's budget?
7. How does the extension division cooperate with the legislature in obtaining appropriations?
8. Has the institution any endowment, other than state appropriation, for extension work?

APPENDIX

TABLE NO. 45 SHOWING THE FINANCIAL REPORT OF THE EXTENSION DIVISION OF THE UNIVERSITY OF CALIFORNIA

Year	Expenditures	Receipts	Balance to Be Paid By Appropriation	State Appropriation	Excess Expenses	Surplus
1913-1914	$ 19,149.61	$ 21,701.35	$ 2,551.74		$ 2,551.74	
1914-1915	33,486.20	21,109.76	12,376.44	$ 10,000.00	2,736.44	
1915-1916	53,273.17	29,400.64	23,872.53	20,000.00	3,872.53	
1916-1917	56,513.75	38,074.45	18,499.30	20,000.00		$ 1,560.70
1917-1918	91,361.23	61,341.69	30,031.91	35,000.00		4,980.46
1918-1919	117,211.23	71,774.59	45,436.64	35,000.00	10,436.64	
1919-1920	159,374.23	111,137.04	48,237.19	50,000.00		1,762.81
1920-1921	185,228.32	154,769.48	30,458.84	50,000.00		19,541.16
1921-1922	210,398.25	154,547.20	55,851.05	85,528.66		29,677.61
1922-1923	251,944.94	189,800.91	62,144.03	125,504.77		63,360.74
1923-1924	300,716.25	189,058.25	111,658.00	86,441.00	25,217.00	38,143.74
Totals	$1,478,657.18	$1,042,715.36	$441,117.67	$837,474.43		

TABLE NO. 46 SHOWING FINANCIAL BUDGET OF THE EXTENSION DIVISION OF COLUMBIA UNIVERSITY

Year	Receipts	Expenditures
1914-1915	158,459.23	130,487.48
1915-1916	239,113.64	174,362.36
1916-1917	339,919.45	278,240.48
1917-1918	364,860.80	301,133.21
1918-1919	374,542.75	304,248.24
1919-1920	668,929.55	477,392.67
1920-1921	897,563.42	623,800.32
1921-1922	870,700.20	561,822.16
1922-1923	921,065.93	574,692.17
1923-1924	965,308.30	607,501.03

TABLE NO. 47 SHOWING REGISTRATION AND AGGREGATE ATTENDANCE IN THE EXTENSION DIVISION, NOT HOME-STUDY, OF COLUMBIA UNIVERSITY

Year	Registration	Aggr. Attendance
1914-1915	3,411	9,523
1915-1916	4,503	12,198
1916-1917	6,062	16,493
1917-1918	5,895	16,985
1918-1919	6,425	17,477
1919-1920	11,564	33,467
1920-1921	9,913	35,025
1921-1922	9,131	35,146
1922-1923	9,318	35,521
1923-1924	9,857	37,040

TABLE NO. 48 SHOWING INCOME AND OUTLAY FOR EACH COURSE AT INDIANA UNIVERSITY EXTENSION DIVISION DURING 1922-1925

Course	1922-1923 [1]		1923-1924 [2]		1924-1925 [3]	
	Income	Outlay	Income	Outlay	Income	Outlay
Astronomy	$ 136.00	$ 78.00	$ 80.00	$ 32.00	$ 72.00	$ 18.00
Comparative Philology	80.00	89.50	62.00	64.00	120.00	44.00
Economics and Sociology	248.00	90.00	392.00	298.00	640.00	181.00
Education	1,756.00	1,295.38	1,724.00	1,308.00	2,022.00	705.00
English	1,928.00	1,318.36	1,665.00	1,418.26	1,826.00	685.50
French and Spanish	1,094.00	851.97	1,202.00	834.30	805.33	66.50
Geology	408.00	222.00	414.00	380.50	638.00	353.50
German	361.00	259.00	326.00	188.00	356.00	104.00
History	1,304.00	1,096.00	1,584.00	1,344.00	1,516.00	821.75
Home Economics	136.00	98.00	156.00	94.00	204.00	58.00
Journalism	208.00	69.63	260.00	66.00	204.00	48.00
Latin	432.00	322.81	716.00	489.00	366.00	327.75
Mathematics	672.00	410.75	660.00	557.75	578.00	254.00
Mechanical Drawing	48.00	24.00	96.00	38.00	48.00	24.00
Music	76.00	46.00	98.00	51.00	86.00	52.00
Philosophy and Psychology	284.00	168.00	276.00	170.00	354.00	117.00
Political Science	160.00	93.75	184.00	54.00	282.00	102.00
Commerce	212.00	72.00	326.00	127.00	424.00	184.75
Totals	$ 9,542.00	$ 6,605.15	$10,027.00	$ 7,513.81	$10,541.33	$ 4,446.75

[1] From June 1st to June 1st.
[2] From October 1st to October 1st.
[3] From October 1st to May 1st. Year incomplete.

TABLE No. 49 GIVING ONE PAGE FROM RECORDS OF INDIANA UNIVERSITY EXTENSION DIVISION AND SHOWING DATA FOR VARIOUS COURSES AND CENTERS DURING 1924-1925

Place	Course	Cost	Income	Enrollment	Completion
Anderson	Contemporary Lit.	$160.00	$180.00	19	5
Arcadia	Element. Psychology	160.00	230.00	24	14
Auburn	20th Century Poetry	160.00	210.00	22	21
Bedford	American Government	160.00	320.00	33	9
Bedford	Silent Reading	160.00	100.00	10	10
Bloomington	Psych. of Arithmetic	175.00	50.00	10	10
Bloomington	Psych. of Arithmetic	90.00	60.00	7	7
Bluffton	Secondary Education	160.00	330.00	34	34
Bluffton	New Europe	160.00	380.00	39	39
Borden	American Government	160.00	150.00	15	12
Brownstown	20th Century Poetry	160.00	200.00	21	21
Brownstown	Secondary Education	160.00	210.00	22	22
Cortland	Human Geography	160.00	210.00	22	22
Cortland	Silent Reading	160.00	150.00	16	16
Corydon	20th Century Poetry	160.00	160.00	17	13
Covington	American Government	160.00	210.00	18	11
Covington	Silent Reading	160.00	400.00	41	41
Covington	Supt. of H. S. Instruction.	240.00	230.00	23	13
Crawfordsville	Social Psychology	160.00	180.00	19	17
Crawfordsville	Applied Psychology	160.00	140.00	15	14
Crawfordsville	American Government	160.00	80.00	9	9
Crown Point	American Government	160.00	230.00	24	24
Culver	Princ. of Education	160.00	250.00	26	25
Cumberland	Secondary Education	160.00	180.00	19	19
Cumberland	Silent Reading	160.00	110.00	11	7
Camden	Psych. of Adolescence	160.00	160.00	17	17
Camden	Silent Reading	60.00	290.00	30	30
Danville	Princ. of Education	160.00	216.00	28	23
Danville	H. S. Curriculum	240.00	170.00	18	8
Danville	20th Century Poetry	160.00	384.00	49	49
Fowler	20th Century Poetry	160.00	310.00	32	8
Fowler	Secondary Education	160.00	280.00	29	29
Fowler	Human Geography	160.00	160.00	17	9
Fowler	Silent Reading	160.00	330.00	34	9
Fowler	School Budgets	240.00	140.00	15	12
Frankfort	American Government	160.00	320.00	33	27
Frankfort	Secondary Education	160.00	175.00	17	17
Franklin	Supt. of H. S. Instruction.	240.00	170.00	18	13
Freedom	20th Century Poetry	90.00	150.00	16	16
Gary	American Diplomatic Hist.	160.00	310.00	32	30
Gary	Med. & Modern History	160.00	240.00	25	24
Gary	Element. Psychology		230.00	24	20
Gary	English Composition	172.00	380.00	39	31
Gary	English Literature	258.00	300.00	31	27
Gary	Primary Reading	160.00	270.00	27	22
Gary	Regional Geography	160.00	240.00	25	16
Gary	Contemporary Drama		120.00	12	7
Greencastle	Silent Reading	160.00	330.00	34	34

TABLE No. 50 SHOWING EXPENDITURE, INCOME, PERCENT SELF-SUPPORT IN CORRESPONDENCE AND CLASS BUREAUS AND MEDICAL CLASSES AT THE UNIVERSITY OF NORTH CAROLINA

Year (Fiscal)	Registration	Percent Increase Registration Over Previous Years	Expenditure	Percent Increase Expenditure Over Previous Year	Income	Percent Increase Income Over Previous Year	Percent All Extension Teaching Self-Support.	Cost per Registration	Univ. Appropriation Used
July 1, 1922–July 1, 1923	624		$13,685		$10,457		76.4	$21.93	$ 3,228
July 1, 1923–July 1, 1924	1,780	185.0	41,499	203.2	25,683	145.6	61.8	23.31	15,816
July 1, 1924–July 1, 1925 (estimated)	3,850	116.4	66,222	59.5	42,810	66.6	64.6	17.20	23,412
July 1, 1925–July 1, 1926 (estimated)	4,950	28.5	76,222	15.1	52,810	23.3	69.2	15.39	23,412

TABLE NO. 51 SHOWING ANNUAL RECEIPTS OTHER THAN APPROPRIATIONS AT UNIVERSITY OF WISCONSIN DURING 1921-1924

Activity	1921-22	1922-23	1923-24	Total
Correspondence Study Department Fees		$ 58,275	$ 63,863	
Class Fees	$171,072	95,956	65,060	$503,510
Student Supplies Sold		24,362	21,137	
Sundries		1,380	2,405	
Lectures by Faculty Members	6,473	5,974	5,000	17,447
Bureau of Debating and Public Discussion	50	144	138	332
Bureau of Community Drama and Music	114	522	453	1,089
Bureau of Visual Instruction	45,800	18,990	9,379	74,169
Bureau of Instruction by Lectures	54,118	46,452	46,266	146,836
Royalties on Books Written by Extension Division Faculty	10,166	8,378	7,757	26,301
Medical Extension	780	103	160	1,043
Totals	$288,573	$260,536	$221,618	$770,727
State Appropriated Funds	$210,500	$210,500	$223,000	$644,000

TABLE NO. 52 SHOWING AVERAGE FEES IN 40 INSTITUTIONS

University	Class	Corres.
1. Alabama		7.27
2. Arizona		8.51
3. Arkansas		15.65
4. California	7.77	6.13
5. Chicago		17.73
6. Colorado		8.79
7. Columbia	22.59	59.03
8. Columbia T. C.	21.12	
9. Florida		5.94
10. Indiana		11.02
11. Iowa State		7.54
12. Iowa University		12.28
13. Kansas		12.77
14. Kentucky		10.80
15. Massachusetts Com.	4.22	
16. Massachusetts Dept.	10.59	4.87
17. Massachusetts Bos. C.	26.12	
18. Massachusetts Bos. U.	16.55	15.09
19. Massachusetts H. & B.	16.00	
20. Minnesota	10.02	13.00
21. Missouri		8.26
22. Nebraska		10.91
23. New York Univ.	20.91	
24. North Carolina	10.00	9.52
25. North Dakota		13.05
26. Oklahoma		15.17
27. Oregon		4.96
28. Pennsylvania State	10.90	
29. Pennsylvania Univ.	22.20	
30. South Carolina		45.00
31. South Dakota		7.20
32. Syracuse	18.26	
33. Tennessee		10.86
34. Texas		6.95
35. Utah	11.48	7.65
36. Virginia	10.68	
37. Washington Col.		7.21
38. Washington Univ.	14.43	
39. Wisconsin	13.85	10.25
40. Yale	15.99	
Totals	283.68	314.40
Averages	14.93	12.88

TABLE NO. 53 SHOWING COST OF EXTENSION INSTRUCTION IN 41 INSTITUTIONS

University	Correspondence	Class	Remarks
1—Alabama	$5 per student up to 30 students to man who organizes courses.	$165 per credit hour.	Some exceptions in cases of ranking professors.
2—Arizona	40¢ per hour for critical reading of assignments.	At present part of faculty's regular duties.	Considering $150 plus expenses per class for all.
3—Arkansas	30¢ for critical reading. Nothing for organizing.	$80 per semester hour.	
4—California	25¢ for critical reading. $3.75 per student per credit hour.	$60 - $300, usually $150 per credit hr.	Sometimes rank of teacher used as basis.
5—Chicago	$2 per registration to person who organizes course and 35¢ for each critical reading.		
6—Colorado	45¢ per critical reading. 90% of student fee.	$87.50 per semester hour plus expenses. Same to all.	
7—Columbia	None.	Guided by rank of instructor and by demand.	
8—Florida	Instructor gets $12 for 24 assignments.	$15 per double period class or $250 semester. Cl. leader $2 to $3 per hour	
9—Harvard	None.	$166 per credit hr	
10—Indiana	$4 per semester hour.	From $75 to $42 per credit hour, regardless of rank, based on no. cl. meetings	
11—Iowa Univ. ...	$1 per assignment writing course. 50¢ per assignment for reading papers.	None.	
12—Johns Hopkins.	None.	$62.50 to $125 and expenses — credit hour basis.	

TABLE NO. 53 SHOWING COST OF EXTENSION INSTRUCTION IN 41 INSTITUTIONS PART II

University	Correspondence	Class	Remarks
13—Kansas	30¢ per assignment in summer work when not on regular salary.	Now faculty do work as part of regular duties. Residence work reduced.	
14—Kentucky	Fee $4 per semester credit. Instructor receives 75%.	$150 per course, regardless of expense.	Expenses paid occasionally.
15—Minnesota	50¢ per paper or $2.66 per credit hour.	$1900 to $3600 per yr. Single class basis, from $80 to $110 per semester plus expenses.	Sometimes based on experience.
16—Mass. Dept. of Education	15¢ to $3 per paper.	$80 to $160 plus expenses according to rank and experience.	Same to all.
17—Michigan	None.	$150 per credit hour and expenses.	Same to all.
18—Missouri	25¢ per paper.	Information incomplete.	
19—Nebraska	Regular instructors at $1,500 per yr. Assistants get 40 to 50¢ per hour.	Percentage basis. Usually ⅔ regis. fees. $25 minimum per sem.	
20—North Carolina	30¢ per assignment reading, correcting and grading.	$85 to $170 according to rank of instructor and place. Exp. paid.	
21—North Dakota .	30¢ per lesson. $3 per credit hour.	$24 to $32 per cr. hr. according to rank. Class pays traveling exp.	
22—Ohio Univ. ...			No data.
23—Oklahoma	25¢ per lesson.	$75 per credit hour.	
24—Oregon	60¢ per hour. Sometimes on flat-rate.	$5 per hour teaching. $60 per term cr. hr. $90 semester cr. hr.	
25—Penn. State ...	30 to 62.5¢ per assign.	90% net proceeds of courses up to $112.50.	Same to all.
26—Rochester	None.	$83.32 to $125 per cr. hr. per sem. (rank).	Special instructor gets spec. compen.
27—Pittsburgh	None.	$112.50 per cr. hr. if class within hour of city.	

TABLE No. 53 SHOWING COST OF EXTENSION INSTRUCTION IN 41 INSTITUTIONS PART III

University	Correspondence	Class	Remarks
28—So. California..	50¢ per paper, including personal letter to student.	$5 to $10. $100 for 2 unit class—mas. $320. Instructor gets 75%. Univ. gets 25%.	
29—South Carolina.			No data.
30—South Dakota..	20¢ per assignment.	None.	
31—Syracuse	None.	$100 to $275 based on rank of instructor, access. of center. No of hours. Exp. paid.	
32—Tennessee	$4 per credit hour.	None.	
33—Texas	$6 when closing out work.	$133.33 per cr. hr. Exp.	Same to all.
34—Utah	15¢ per lesson. Exceptions larger.	$35 to $65 per cr. hour.	More for com. law and accounting.
35—Virginia	None.	$160 plus expen. cr. course 1 meeting week 2 hrs. 16 weeks $80 per cr. hr.	
36—Wash. Univ. St. Louis	None.	$120 to $225 per 2-unit course.	
37—Univ. of Wash.	Instructors get ⅔ fees.	$63 to $90, according to size of class. Per semester hour.	
38—State College of Wash.	25¢ per paper.	80% of fees. Based on receipts.	
39—West Virginia .			No information.
40—Wisconsin	On salary basis, or 37.5¢ per paper.	No schedule. Arrangement made with instructor.	
41—Yale	None.	Part of regular work in Edu. Exp. paid Acad. subjs. $500 to $800 for 30-hr. course according to rank.	

CHAPTER NINE

Educational Method

At this stage of the inquiry it is impossible to consider the educational method of university extension in any profound sense. Fundamentally, method of teaching rests upon principles and methods of learning, and the exact nature of these in the adult have not yet been defined. Correspondence courses, to be sure, are a form of individual instruction at long range and therefore depend very largely upon skillful direction and supervision of study. This in itself is an almost unexplored field of educational research, but one full of promise for not only university extension but all departments of public and higher education as well. Extension class instruction obviously is closely related to other forms of group instruction but differs from them in offering larger opportunities for discussion and in being controlled by a more serious purpose than is common among campus students. An analysis of the learning situations in correspondence and extension class study cannot be included in this report, but a thorough-going study of methodology in adult education would require such analyses as have been made of educational method in elementary and secondary education. The present report can only hope to indicate a few lines of investigation and to offer a few results of a rather cursory study of typical procedures in the conducting of correspondence courses especially.

Number of Assignments and Class Hours

Table No. 54 in the appendix shows the mean number of assignments and the range in 27 subject fields. The mean number of assignments is 24.25. The highest mean average is in religion 37.20 with a range of from 10 to 40 assignments. The lowest mean average is in agriculture, 13.06, with a range of from 3 to 48 assignments. The most common maximum number is 10. In a class by itself is engineering with a maximum number of 156 assignments for a course. The next highest are in mathematics and romance languages with 72 each and the third highest is in ancient languages with 63 assignments. The highest minimum is 16 assignments in chemistry and the lowest two in vocational education, but agriculture, English, mathematics and romance languages have each a minimum of three.

The number of hours devoted to extension class instruction in a course likewise shows considerable variation. The mean number of hours is 39.9, the highest being 240 in chemistry (including laboratory) and the lowest 6 in history. The highest mean average is 89.18 in chemistry and the lowest 22.80 in astronomy. The most common maximum number of hours is 150 and the most common minimum 10. One reason for the wide ranges in the number of extension class hours lies in the fact that some courses continue throughout the year and others are for one term or semester only. The nature of the subject matter, obviously, is another reason as appears in the fact that chemistry, engineering, mathematics and vocational education have the largest number of maximum hours.

If one asks in which kind of instruction, correspondence or class, does the student probably spend the more time in studying (including the time spent in class meetings) the answer for the present cannot be given with any ac-

curacy. An examination of a large number of students' papers in correspondence makes it appear that the average amount of time devoted to the preparation of these papers, including the mechanics of writing them, is about seven hours (many students state the number of hours). The usual understanding is that in an undergraduate course the student is expected to spend at least two hours studying for each hour spent in class, and from four to eight hours for each graduate course hour. Accepting these estimates at their face value (holding in mental reservation their ethical value) simple arithmetic shows that a 72-assignment correspondence course in romance languages requires at least 504 hours and a 150-hour extension class course in the same subject requires at least 300 hours. The correspondence assignment of necessity has a heavier time load, because the student must depend very largely upon himself and does not have the benefit of the class experience preceding his study. Without more accurate data it is impossible to determine the relative amount of time spent in studying through campus and extension courses. It would seem from the figures based on catalogue announcements and an examination of many students' papers and from a knowledge of the campus student's attitude toward his work that more time is given to correspondence work than to that on the campus. This, however, does not suggest that the former type of course is therefore better.

An evaluation of the merits of the two types of courses depends upon a number of factors that a comprehensive study of adult education might well include. A careful study of normal assignments would need to be made in relation to the student's capacity and educational age (the latter being the ratio between his capacity—I. Q. and achievement—A. Q.); in relation also to the nature of the subject matter, the range of equipment, the student's familiarity with the field in which he is taking

a course, the purpose of the assignment, the conditions of study, and so forth. Standardized tests given under controlled experiment conditions would indicate the relative effectiveness of the two kinds of courses. These are only a few of the lines of investigation that adult education presents at this point.

Advantages of Correspondence Study

Extension directors make many claims for their correspondence courses. The following have been compiled from several catalogues:

1. Correspondence courses may begin at any time.
2. They can be completed without interruption as rapidly or as slowly as the student desires (except that certain limits are stated for the purpose of urging the student to concentrate).
3. They enrich leisure hours.
4. They provide a new interest in life.
5. The student may concentrate on one course at a time.
6. The student is not unduly retarded, over-speeded, or unnecessarily distracted by the conditions of a class organization.*
7. Each student receives individual and prolonged attention, beyond that possible in large or even small class organizations.*
8. Every part of each assignment is covered thoroughly.
9. The recitations are written and thus give training in logical thinking and arrangement of data.*
10. Written recitations of this kind quicken the student's ability to express himself.*
11. Writing the recitation helps the student to remember the significant points in the course.*
12. Written assignments give the course a permanent form and ready accessibility for future reference.
13. Full opportunity is given the student to discuss all difficulties and to ask questions, opportunities that are

often prevented by lack of time and fear of embarrassment in the ordinary class.

14. Courses may deal with the student's current vocational needs and thus give him valuable supervision of improvement in service.
15. Conscientious correspondence study develops initiative, self-reliance, accuracy, and perseverance in study.*
16. The student, being older, is controlled by a serious purpose. Hence the quality of work is favorably affected.*
17. The relation between instructor and student is personal, probably much more so than can be possible on the campus.
18. The expense is comparatively low.
19. For teachers, the advantages are especially attractive:
    a. Two full years of university credit can be earned.
    b. Special training in a new field can be obtained while the teacher is employed.
    c. State requirements can be met.
    d. The work can be adapted to his or her current problems and thus serve as expert supervision.

Claims marked * should not go unchallenged. Each of them can be scientifically studied. For example: 6. What are the distractions of a class organization? How and to what extent do they retard or over-speed or unnecessarily distract? How much does "unduly" mean? What are the distractions of individual study under correspondence course conditions? May they not be just as serious as those within a class?

7. What is the maximum amount of individual attention that can be given a student within a particular class hour and between class meetings? How much should be given? Does the reading of assignment papers in correspondence courses involve more or less individual attention than similar reading of exercises and papers in class work? How much time does each kind of reading entail? What is the difference in amount of time and thoroughness between reading correspondence course

papers and class papers in the same kind of assignment and the same quantity and quality of students?

9. What evidence is there that written "recitations" are especially effective in giving the student training in logical thinking? Wherein is this training better than similar assignments in class work? Does the statement imply transfer of training? If so is it subject to the tests made for similar claims?

10. What evidence is there that written recitations quicken the student's ability to express himself?

11. What evidence proves the claim that correspondence study aids the student to remember the significant points in the course?

15. Here again are claims that seem to imply the theory of formal discipline and therefore careful tests need to be applied.

16. Does a serious purpose *ipso facto* improve the quality of a student's work? Serious purpose and quality need to be analyzed and the elements of each studied in relation to each other.

Directors of university extension can render the cause of adult education invaluable service by providing experimental data that show the effectiveness of the correspondence method of study and teaching. Such experimental data might set aside some of the claims. On the other hand they might establish others.

Various Procedures in Supervising Correspondence or Home Study

In examining 296 student-papers from five institutions an effort was made to obtain facts pertaining to the instructor's method of assigning lessons, critical reading and the technic used in directing study. While it is believed that a much more thorough-going examination of such papers and assignment sheets would bring to light

other forms of procedure, the present results give a fairly clear though incomplete view of procedures in several subject-matter fields. The methods within each of these fields will be discussed.

Commercial Subjects

In *Advertising* among the interesting assignments the following from the University of Wisconsin show also the practical direction given to this work:

"You are an advertising manager of a large retail women's ready to wear store—the total amount of business done by your store last year was $160,000. How will you go about determining what percent of this will be given to the coming year's appropriation and what allowances are to be made for time distribution of this appropriation. Be brief but thorough in your answer."

"Many factors must be taken into consideration in buying newspaper space. Name some of them and state why they are necessary considerations."

Student is required to submit clippings of advertisements showing good examples of store news and to underline the features that bring out this point.

Another interesting assignment is, "Clip ten retail store's advertisements each of which appeals to a different instinct, a sense or an interest and indicate on the advertisement the instinct, sense or interest to which it appeals.

At one university a *Bookkeeping* assignment contains 26 mimeographed sheets of material giving specific statements regarding the nature of the work to be done. Plates showing the usual bookeeping forms are included. At another institution seven papers show a variety of assignment forms. Some are brief, from four to six lines with no comments or exposition and no directions for study. One remarks that stress will be upon interpretation rather than on form and purpose of the account.

General and specific directions for study and for making reports are offered. Another assignment contains four typewritten foolscap pages with mimeographed directions. For the student's encouragement the instructor writes: "Your handling of these topics is very good indeed. Only in such close analysis and clear statements can the student become educated in any line of study. Go forward in this way." In one case the assignment appears typewritten on the student's paper.

Commercial Correspondence assignments are practical and deal with the kind of letter that many different kinds of situations require.

In *Showcard Writing* the assignments contain much expository material with plates and the student is required to present various samples of show card composition.

On most of the student's papers the instructor has made copious comments in red ink, some of them being mere corrections but others clear explanations and suggestions. The instructor has made careful readings of the student's work. The scope is similar to that in residence courses and the quality of work as good and as poor as one finds on the campus.

Economics

Among the assignments the following at the University of North Carolina aim to stimulate thinking and are typical of a large number:

Write a paragraph distinguishing work from play.

What is a free good? Is water a free good? Have you ever known it to be an economic good? If so describe the conditions.

Explain why men work.

Does sunshine have utility? If so why? Does it have value? If so why?

Does your toothbrush have utility or value? What is the relation between utility and value?

Define an economic law.

What constitutes a nation's wealth? Is a liberty bond wealth? If so why? If not why not? Is a river wealth? Why and why not?

At the University of Chicago the assignment sheets are mimeographed or typewritten, as many as twelve pages of expository notes being given the student. In addition to these notes are sections devoted to required readings and specific directions for the critical reading of the texts. Many questions are listed.

Practically all of the instructor's comments are in lead pencil.

Education

Four students' papers in *Educational Measurements* show that at the University of Chicago the assignment sheets contain the usual sections of required readings and directions for giving tests. The student's work covers from six and a half to eight and a half pages, one consisting of eight foolscap pages written in long hand. The latter paper contains the student's suggestions for improving the course and the instructor's approvals. Specific directions for study are given and the instructor's comments are written in pencil.

Six papers in *History of Education* at the same university show that the assignment sheets contain lengthy expositions, specific questions and the usual lists of required readings. The instructor's comments are written in black ink. The length of the papers varies from three to six and a half pages, most of them being typewritten. On one paper at the close appears the instructor's admonition: "You seem to have been careless in writing this paper. In places your English is faulty. Watch your sentence structure."

Primary Education, as shown in one paper from the University of North Carolina, aims to help the student to apply the course to conditions in her own school. The points of view of various authors are compared and the student is complimented upon using her own words instead of the author's.

Assignment sheets at the University of Chicago contain, in addition to the usual lists of required readings and exercises, clear and detailed directions for visiting in a kindergarten or primary grade room and for observation in the first and second grades. Very comprehensive lists of short stories and poems for the first three grades are given. The instructor's comments on the student's papers are written in black ink.

Methods of Teaching in the Elementary School is taught at the same university by means of assignment sheets containing a considerable amount of mimeographed material and many guiding questions. The student's poor use of English is noted and the instructor's comments appear in red ink.

Among six papers on *Rural Education* at the University of Chicago the assignments contain required readings, recommended readings, suggestions for study and many practical questions. The student is led to consider things as they are in such questions as the following: "Compare the early school teacher with the modern rural teacher in as many respects as possible." "Are the people of your community satisfactorily solving the rural school problem or not?" The students' papers are from 4 tc 8½ pages long, usually written in long hand. The instructor's comments appear in red ink. Poor English is noted in such comments as the following: "You must put more thought on your questions. Do not rush through the work, also try to overcome very evident errors in English." The instructor's criticisms are given in red ink.

In *School Administration* at the University of North Carolina the assignments consist of the usual readings, suggestions for study and questions. Among the latter the following are illustrations: How many negro janitors are employed by the schools in your city? What qualifications has each of them for the position? Is anything more than cleaning the building demanded of them? Study the school janitor in the building in which you teach and compare his qualifications with the standards set by Cubberly. What educational qualifications should a janitor have? Why? Prepare a report on your readings.

A valuable and rather uncommon device is employed by the University of Chicago instructor in this subject. He sends the student mimeographed sheets containing the work of an A and a C student. The differences between the two are very marked and should give the student a clear picture of the standards meriting grade A.

It was discouraging to find in a University of Indiana paper on the *History of the Curriculum* (in secondary education) that the following misspellings were not noted by the instructor: tendancy, chemestry, corriculum, departalized, departelized (the latter two intended to be departmentalized) pedegogy and beleive.

Thoughtful questions appear in University of North Carolina assignments: How is the problem of transfer related to methods of teaching? Illustrate. Choose any subject of study offered by North Carolina high schools. Analyze the values commonly claimed for that subject. List all the direct values you can of high school physics. Are they sufficient in your opinion to justify the teaching of the subject? Discuss the evolution of secondary school program of studies in America. In so far as you can account for the changes that have taken place, What solid arguments can you give for requiring all high school freshmen to study music? What specific elements

of art instruction are important in the secondary school training of girls? Why? The following practical question appears among the University of Wisconsin assignments: "If you had a well-grown boy of sixteen in the eighth grade would you allow him to sit in the high school room and recite in the eighth grade room? Discuss the matter from all angles of the problem."

The University of Chicago course on *Secondary Education* provides the customary assignment sheets, comprehensive bibliographies and mimeographed material on supervised study. The instructor's comments are given in pencil or black ink.

In courses on *Teaching Mathematics and Literature* similar directive material appears, the instructor's comments being both suggestive and expository. They are written in pencil. Among the specific questions in literature the following is typical of those seeking to arouse the student's initiative: "Reading in ever wider units. Plan to develop this idea with one of your classes and write of your tests. Can you help them grasp the idea. Devise and apply lessons in word study appropriate for one of the classes you are teaching. Write about it. In view of the errors which pupils make in silent reading can you account partly for their failure to appreciate literature? Exemplify in cases that have come under your observation." The instructor notes the many instances of poor diction and grammar by a student who is also a teacher of English!

A paper on *Religious Education* by a University of Chicago student, 8½ closely written pages long, does not contain any comments by the instructor. But the assignment sheet gives many valuable suggestions for study and indicates the conditions of successful study and observation of children. Among the directions for the recitation paper appears the following: "Add and discuss your own conditions of successful study and ob-

servation, and bring out some other point in connection with this topic that has not been touched upon."

The following plan for lessons in *Visual Education* is specific and is an excellent model not only for this kind of assignment but with necessary modifications for reports in general. It accompanies the course at the University of Chicago.

DIRECTIONS FOR FORM OF EACH PLAN

(In making your report it is not necessary to copy all of these directions.)

(1) Separate subject-matter and method in the plan, putting the former on the left-hand page and the latter on the right-hand page (or in the left-hand and right-hand columns, respectively, of the same page). Use theme paper.

(2) Under subject-matter state:
   (a) Topic of the lesson or lessons.
   (b) Grade in which the teaching is to be done.
   (c) Teacher's aim briefly in terms of information, or skill, or habits, or ideals, or interests, or emotions of specific kinds.
   (d) Page references to sources of teacher's information.
   (e) Page references to reading to be done by pupils. Also list of illustrative materials to be used.
   (f) A brief analysis of the main points in the lesson (from two to four brief statements).
   (g) An outline (in the form of a rather complete brief) containing all important facts, principles, information, relations, experiments which are to be contained in the lesson. The outline is to consist of complete, concise statements, not merely topics. It should be so paragraphed and subdivided as to indicate clearly the subordination and relative value of the parts.

(3) Under method give:
   (a) A short description of the general procedure to be followed in the teaching (in from two to four brief statements).

(b) A detailed statement of the anticipated procedure showing chief steps to be followed in teaching the lesson and main questions to be asked. This should consist of concise statements and complete questions paragraphed and subdivided in the form of a brief. Indicate at appropriate places how illustrative material and various forms of expression are to be used.

(4) Note the difference between 2, g, outline of subject matter, and 3, b, outline of method. 2, g, calls for the bare facts; 3, b, calls for the method of treating these facts in the class.

(Note) Actual illustrations should be pasted in the outline to illustrate your procedure in each case, if you believe such would add to the effectiveness of your outlines.

Engineering

Careful supervision is evident in the assignment sheets used at the University of Wisconsin. In one instance, for example, thirty-five mimeographed pages of expository material with careful directions are given. The students' papers contain many drawings. Instructors' comments are copious and are written in red ink or in pencil. One is impressed with the extreme care given to guiding the student.

English

Grammar and *Composition* assignments provide many opportunities for originality and careful use of diction. At the Indiana University spelling, repetitions, slovenliness and undesirable brevity are noted by the instructor in his comments on the student's work. At the University of North Carolina the following suggestions for study are commendable:

Suggestions for Study

"Several of the sections of FR Chapter XII, assigned above, were assigned as required reading in Lesson 15, but

these sections may well be re-read. The entire chapter, in fact, will bear much study, as will also the ST chapter on diction assigned above, for perfect diction is not to be attained in a day or a week, but only after conscientious effort and strict attention paid to one's daily writing and speech. Cultivate what philologists and grammarians call a 'language consciousness'; i.e., make your subconscious mind listen for examples of faulty diction in your own speech and in that of others. At first this will require some effort on your part; you will have to use your conscious mind. Gradually, however, you will develop a 'language consciousness', and when you have that the use of slang, improprieties, provincialisms, etc., in both written discourse and speech will strike you as being unnatural.

As the student of sociology has his 'levels of society,' so the student of English has his 'levels of language.' The 'slangy,' almost illiterate 'Letters to the Editor' of Ring Lardner may represent one level; the published addresses of Woodrow Wilson represent another. A student may warn his room mate: 'If you grat any more classes you will be shipped.' The faculty advisor of the erring student might express the same warning: 'If you have any more unexcused absences in this class, you will be suspended.' The catalogue of the school issues the same warning in these words: 'Students absenting themselves from class . . . shall be suspended.'

Chapter X of FR will be found to contain much helpful information on the difference between colloquial English and formal English.

Familiarize yourself with ST 59. Do not attempt to memorize this section. Use it as you use your dictionary for reference. It might be well to read 59 through, checking each faulty expression that you use; then set yourself the task of eliminating those expressions from your daily speech and writing. On pp. 365 ff. (FR) you will find another glossary which gives more grammatical information than the one in ST and which should be used to supplement the latter.

If you are at all interested in good speech, you will gain much from *Words and their Ways in English Speech* by

Greenough and Kittredge, which may be obtained from the University Library. This book is popular in its appeal, but it is based on sound scholarship.

On a paper by a University of Chicago student the instructor gives the following sensible comment: "The student who cherishes the notion that because a word is or is not in the dictionary it is to be accepted or rejected summarily from that fact alone is working on an utterly wrong basis. Dictionaries that have any pretension to completeness should record all words and their meanings. They ought, of course, to indicate something about good use . . . whether a word is obsolete or provincial slang, etc.—but no dictionary can keep pace with the changes in the language; no dictionary can be final authority as to what one must or may do in the choice of words. Dictionaries must be supplemented by observation and practice in the best contemporary publications." The assignments follow the usual outline of required readings, suggestions for study and exercises together with expository material. The instructor's remarks appear in red ink or pencil.

Noteworthy are the directions for study offered in *Intermediate English Composition, Course* 2, at the University of Wisconsin. In considerable detail the student is shown how to use the textbook. Expository material is included. Some of the instructors write letters to the students giving detailed comments on the student's work, in addition to the comments on the paper. Common errors are corrected by means of mimeographed letters written in a personal letter form and by mimeographed copies of two types of treatment of paragraph themes, all three persons being used in one and only the third person in the other. Clear exposition regarding the use of "who" and "whom" are also given. The instructor's comments appear in red ink.

The accompanying letter written by a University of Wisconsin instructor to a student indicates the personal interest that is taken in the student:

"You do very well in your first lesson, but I am thankful to say that you have left me some opportunity to use red ink and to teach you something. You have difficulty with the sentences on page 24 because the subjects do not stick close enough to their predicates to suit you. I suppose you think it is rather a nuisance to have to marshal subjects and predicates which are out of order into their proper places; but think how monotonous and uninteresting our language would be if all subjects and predicates were quite orderly, and if never a subject dared to come after its predicate! Besides, after you have learned to put unruly subjects and predicates in their proper places, the game of doing it is as interesting as any cross-word puzzle. Remember with all your brains that the predicate *makes an assertion, says something about the subject.* The subject is *the part about which the assertion is made.* In the sentence, "Our revels now are ended" *now are ended* asserts something about *our revels.* Immediately you know that *now are ended,* which asserts, is the predicate, and that *our revels,* about which the predicate asserts, is the subject. In the sentence, "Overhead I heard a murmur," *I* does something in the rest of the sentence. *I* is the subject and *heard a murmur overhead* is the predicate because it is that part of the sentence in which the subject does something. Don't be afraid to put into the predicate everything which has to do with the assertion, and in the subject everything which has to do with the thing about which the predicate asserts.

"If you will read your sentences over and try the amusement of deciphering my corrections, and if you study the pages I have told you to study, I think you will not fail to understand how to separate subject from predicate. When you are reading in a book, you may come to a word or a sentence which you do not understand. When you do, stop and think. Go back over the sentence before and connect it with the sentence you have just read. Think again. Please send

in with your next paper the sentences of Exercise 7 which I have asked you to write out. One more word about your paper. If you are puzzled over my conversation about a sentence within a sentence on the last page of the paper, do not let it bother you, but wait a little while, for all these mysteries will be explained to you later. While they are mysteries they will make you feel how many things (interesting things I assure you!) you have yet to learn in English 61.

Our system of correction will make your mistakes spring up at you from the page. Every mistake is marked in red ink and all my corrections in the margin are in red. I am much fonder of using blue ink than using red, for in blue ink I talk to you, sometimes of things within the lesson and sometimes of things which only are neighbors to it.

You cannot try too hard in the first few lessons. Never mind how much work you spend upon your lessons or how much thinking you do, for your labor now will make your path very easy later on. I like your first sentence: "The man in the moon has a tranquil, brilliant face," because you have used a very fine word, "tranquil." I am always pleased with my grammar students who not only try to do their lessons correctly but interestingly; for English is not a mere matter of subjects and predicates, but a matter also of beautiful words and interesting ideas."

The student's reply is equally interesting:

"I thank you for your kind letter. It brought me encouragement and a comfortable feeling. I have enjoyed your 'blue' and have profited by your 'red.' And since you gave me the key of mystery to unlock the ambiguous sentences, I hope to use it well. But, if at times I fumble in the darkness of perplexity and cannot find the key-hole, your flashlight, the red ink, will guide me, and the unruly subjects and predicates will be conquered.

I have not read Wordsworth's poem, 'I wander lonely as a cloud' to which you have referred, but I shall read it when I have a chance.

I am glad that I have taken course 61 and gladder I shall

be when I know all the secrets of the English language and comprehend its beauty."

Another form of guidance is illustrated in the following assignment, also at the University of Wisconsin:

"The purpose of this theme is to give you an opportunity to find out your ideas on this subject, to organize them, and to set them down in coherent, unified fashion. Several ambitions or desires may struggle for expression. They may all be mentioned, but for the chief discussion only that one should be selected which you would choose if forced to make one alone come true. The following questions may be suggestive:

"What has caused this ambition?

"What is favorable to its accomplishment?

"What stands in the way: material circumstances, misunderstanding, lack of resources of mind or money or determination, personal habits or traits, etc.?

"What are the plans for achieving it?

"You will be wise to make a careful outline first, but send it in only if asked?"

In the Wisconsin papers the usual expository material accompanies the assignments, the papers are from 2½ to 8 pages long and the instructor's comments in red ink, black ink, blue ink or lead pencil. In a *Practical English Review Course* an assignment consists of a mimeographed letter with many misspellings, such as Carilinas, meny, gaurds, whitch, encline, distent, these to be corrected by the student, and several sentences to be completed with the proper use of doesn't and don't, may and might, can and could, shall and should, will and would. The usual scope of practical grammar is covered in such settings as the student finds in life about him.

Literature is presented at the University of North Carolina in one instance as follows: The assignment sheet on Henry IV calls attention to the characteristics

of each act and scene. The student is asked to compare Percy and his wife with Brutus and Portia in Julius Cæsar. The question, Is Falstaff a coward? is accompanied with suggestions that the student read "Tales of the Mermaid Tavern" by Alfred Noyes and the various scenes in which Falstaff appears, so that deductions may be drawn as to whether or not Falstaff is a coward. In a 20-page paper by a University of Chicago student the accompanying assignment sheet gives an exposition on literature as a criticism of life. Lists of required and recommended readings are given and eleven questions aim to direct the student's studying. Instructor's comments are given in red ink.

Shakespeare is studied at the University of Chicago by means of outlines, aids to study, specific questions and expository and critical comments by the instructor. The students' papers are from 3 to 12 pages in length. A similar procedure is followed in courses on *Dante* and *Milton,* the assignment sheets containing much exposition, selected bibliography, many questions, as many as 34 in one assignment, the instructor's comments being critical and suggestive and written in red ink or typewritten. Comments are made also on the student's use of English.

At the University of Wisconsin a course on *Browning* is introduced with voluminous suggestions for study, including the use of commentaries, Browning's field, favorite method, style, allusions, types of monologue, etc. The assignment contains much expository material and among the exercises: "Characterize the speaker in 'Count Gismond,' 'Evelyn Hope,' 'Up at a Villa,' 'A Woman's Last Word.'" Another assignment sheet contains 15 mimeographed sheets on the early dramas of Browning. The instructor's comments are written in red ink.

The following assignment in a course on *Modern*

Drama at the University of Wisconsin is suggestive: "I am thinking not of birth nor of money nor even of intellect but of the ability which grows out of character. It is character alone which can make us free." Show how the play of Rosmersholm treats this idea by incident and character—deal especially with the enigmatical character of Rebecca West. The following directions for study in a course on *Ancient Classical Drama* are further illustrations of what can be done by means of this method:

Suggestions for Preparation of Assignments

1. The reading of the translations should be done very carefully in order to understand the thought. The dialogue is often condensed and, to our ears, formal; many references, familiar to the Greeks are strange to us; the choruses are philosophical, impassioned, oracular. These difficulties can be overcome only by study, but should be overcome.
2. Careful reading is necessary, too, for appreciation of the beauty of the poetry. An effort has been made to select translations which not only give an adequate expression of the original but which have as well merit in themselves.
3. Reading aloud is a valuable practice. I suggest this practice especially for messengers' speeches; here the poet meets the demands of the unities of time and place; and for choral odes, in which the poet expresses the highest reaches of his soul.
4. Each play should be read first as a whole. By a second thorough reading——with notes and helps—all difficulties should be mastered. Further reading may be guided by special lines of interest, or by one's own enjoyment.
5. For students who read Greek, comparison with the original for famous passages is recommended.
6. It is well to memorize passages either from the translations or from English parallels as they occur.

7. A point to keep in mind is that Greek drama reveals the opinions of profound thinkers about universal problems.
8. The value of the course is little unless the student judges for himself. He should form his own opinions by the difficult work of thinking. What others say is helpful but should never be a substitute for one's own thoughts.
9. Answers should be written without references to books except where obviously the use of them is expected.

Contemporary American Literature as taught by radio through the Massachusetts Department of Education is supplemented by mimeographed copies of the lecture giving an outline of the course with bibliography, each lecture being given in outline followed with a number of questions, such as: What is the value of the drama league or Little Theatre in your community? What is the intellectual and artistic value of the average magazine of fiction today? What will the great American novel be like?

At the University of Texas the courses in English are accompanied by printed leaflets giving the aim of the course, textbooks, assignments and many lesson helps together with suggestions for study, the latter being very specific. Similar supervision is given other courses.

History and Political Science

A few references will suffice to show the procedure at the University of Chicago. Among the suggestions for study on the assignment sheet on Spanish and French explorations and colonization in the 16th century are directions to summarize from textbooks and source extracts, and the suggestion is made that it is important to keep in mind that Spain was the most powerful state in Europe during the 16th century and that it is important to remember that Spain got her foothold in the

new world in the West Indies and also that the discoveries of Spanish explorers did not seem to attract them, whereas the immediate gains from Mexico, Peru, the West Indies and Central America engrossed their attention until England and France were ready to contend with them for the choicest position of North America. In another paper are copious suggestions for study. Among the directions for the recitation are: "Write an estimate of Pitt's character in statesmanship during the period of the overthrow of France and America. Criticize the conduct of colonial assemblies in the Revolutionary War." Another assignment offers the following suggestion: "Be sure to get the full meaning of the writer's opening sentence, 'The life of the nation, its mental and moral makeup,' etc. Be sure to refer to the maps on pages given. From them determine what country in western Europe has the mean annual temperature at your home. Study and reflect on the connection between climate and sectionalism. Notice that the United States embraces almost the whole of the portion of North America that lies between 40 and 70 degrees average annual temperature. Is there a reason or is it only coincidence?" Another assignment directs the student to "study the character or lack of character of the king and its influence on politics." Interesting comparisons may be made between post-Napoleonic conditions and those following the Great War.

The instructors at the University of Chicago call the students' attention to mistakes in grammar, spelling and punctuation and diction. Many comments appear written in black ink along the margins of the papers, some of which are as long as nine closely written foolscap pages.

One finds again at the University of Wisconsin helpful directions in preparing reports in American History, as shown in the following quotations:

Suggestions for Preparation of the Report

In preparing the report be sure to do all your reading before attempting to write. Then make out your list of references which should be placed at the beginning of the report. At least one advanced reference in addition to the required reading should be consulted for each assignment.

Close all books and think out each answer carefully before beginning to write. You will find it helpful to make a brief topical outline of what you intend to say, arranging your ideas under a few headings. It is a good plan not to have more than five nor fewer than three such headings in any brief discussion. Do not quote passages from any text without enclosing them in quotation marks and giving exact reference.

Be careful to give a direct answer to each question stating your information as concisely as possible. If you cannot make your answer reveal the content of the question in the opening sentence of your paragraph you should copy the question from the assignment so that the instructor will know at first glance what you are going to write about.

Follow the system of numeration in the assignment putting arabic figures in the margin to correspond with the number of each question. Leave sufficient space between topics to attract the reader's attention. Number pages and arrange carefully in order, putting numbers in the right-hand corner of the page.

In a course on *Political Science* at the University of Chicago appear the following assignments: Discuss the facts of the case of McCullough vs. Maryland. How may the United States constitution be amended? Criticize the amending process. How can our constitution be made flexible as the British one? Have the amendments of the constitution strengthened or weakened the national government? Give several illustrations of statutory and judicial interpretation. In your opinion what additional powers should be granted to Congress? How would you go about creating popular sentiment in favor

of such a grant of powers? What are the constitutional limitations imposed upon the legislature of your state? Do you approve of the way these limitations are enforced?

The instructors' comments on the students' papers are copious. The following is terse: "The English parliament has unlimited legislative power. The English legislation considers the expediency of a measure, the American lawmakers spend a great deal of time (most of it wasted) upon the constitutionality of the measure." The comments are written in red ink.

Languages

The radio course in French by the Massachusetts Department of Education is supplemented by mimeographed material giving outlines of each lecture, with assignments, exposition of grammar, vocabulary and various styles of translation.

Correspondence courses in German, Latin and Spanish follow closely the method employed in class instruction. For example, a course in German at the University of Indiana consists of translation into English, the writing of synopses in German. The usual grammar assignments are given here and at the University of Wisconsin. The students' papers are read critically, the instructors' comments being written in red ink or typewritten. Latin at the University of Indiana in a course on *Terence's Phormic* consists of translation, scansion and the study of glossary, and commentaries. In the same institution Spanish assignments stress translation, the writing of sentences in Spanish, a quiz, the study of grammar. The papers are critically read. One comment calls the student's attention to the fact that "in 1910 the Spanish Academy decreed that *a* should be written without the accent." At the University of Wisconsin similar assign-

ments are given. The students' papers are from 5 to 7 pages in length. The instructors' comments are written in red ink.

Music

Here one finds that at the Indiana University analyses of musical compositions are studied, the instructor as usual writing his comments in the margin of the student's paper, but in the paper examined not noting any misspellings. The scope of the work at the University of Wisconsin is similar. No method different from any so far considered is evident.

Library Methods

The assignments at the University of Wisconsin show considerable expository material, with many practical exercises in cataloguing, the student using library cards. The instructor's comments are given in red ink. The course is very practical but the method does not differ from the others that prevail.

Mathematics

The assignments in this field consist mainly of exercises ranging from 8 to 18 in number, the instructor making corrections in red ink, and occasionally in black ink. The papers are similar to those required in class courses. This is true of both the University of Chicago and the Indiana University.

Psychology

Again one notes in the courses at the University of Chicago that the customary assignment is given. The students' papers range from 2 to 31½ pages in length. The instructors' comments are given in red ink or lead

pencil. Many of the notes are expository and suggestive. In the course on *Employment Psychology* directions for the construction and use of grading scales are included. Another assignment sheet contains a summary of vocational selection and guidance and questionnaires. The course in *Psychology of Drawing* contains numerous suggestions for applying the work to public school pupils. The work is practical: many drawings are submitted by the student and criticized by the instructor usually in red ink.

Religion

One assignment sheet at the University of Chicago contains a lengthy exposition on self and leadership and the usual lists of readings. Another offers many questions among them the following: "Give incidents of your experiences in talking to inanimate objects. Did they seem inanimate at the time you talked to them? Give illustrations of the magical use of written prayers." Another lists several topics for discussion among them these: The Nature of Morality and the Moral Judgment, Suggestion in the Daily Press, Crime from the Standpoint of Social Psychology. In the course on the *Literary Study of the Bible* the following questions are put: "Show how the sonnet may be developed from the proverb. Explain the relation of the proverb to the essay. The instructor's comments on the students' papers appear in red ink and are suggestive and expository.

Science

Chemistry. Papers in General Organic and Qualitative Analysis at the University of Chicago show splendid work, the scope being similar to that of campus assignments. The instructor's comments are usually in red ink and indicate careful reading. Inasmuch as no as-

signment sheets accompanied the papers it is not possible to describe the method of supervision beyond that of critical reading of the student's paper.

In *Geology* at the Indiana University the assignment deals with socio-geological conditions in Indiana and the usual critical reading of the paper is noted. In *Zoology* at the University of Chicago the usual study of specimens and drawings thereof is required. The assignments contain definite and numerous directions for laboratory work. Many drawings are submitted by the student. The instructor's comments appear in red ink or in black ink.

Sociology

Assignments in this subject at the University of North Carolina contain the usual lists of required readings, suggestions for study, outlines of the lesson and questions. Among the suggestions the following is helpful:

The suggestions: These are three of the best chapters that Ross gives the student. Make a full application of the lesson to everyday life. The chapters will mean little to you if you fail to apply them. . . . The visual diagram is but an analogy and while there are always exceptions the diagram will help you to see the efforts as a whole movement in the socialization of the individual and the group. It might be well to look over the outline here given, then read the lesson from the text and apply the lesson to the diagram. You will find these chapters interesting reading and full of splendid growth material.

Questions: Should a legislature called in special session be restricted to the matters in the governor's call?

Would it be better if the membership of our House of Representatives, now 435, did not exceed 250? In what ways is it undemocratic?

In what ways is science democratic? In what ways is it undemocratic?

What do you think of the public joint debates as a means of separating truth from error in non-technical questions?

Draw plans for three playgrounds, a rural community, small town, city community playground.

Plan a playground for small children, older boys and girls.

Give some essential factors in choosing a site for community playground.

How would you make a swing, teeter, horizontal bar, giant stride?

How would you lay out a tennis court, basket ball court, volley-ball court, baseball diamond?

The method at the University of Chicago is similar. Instructors' comments are given in red ink.

Summary of Descriptions

The foregoing detailed descriptions of assignments and methods of supervising the students' work are, it is believed, sufficiently numerous to justify certain conclusions, although they represent the work done in only five institutions, and in the main only two. While the summary does not represent correspondence method throughout the country there is good reason to believe that the picture here given is faithful to practices in most if not all of the institutions considered in this report.

Correspondence instruction is supervised by means of carefully organized lesson or assignment sheets, usually mimeographed but at times merely typewritten and in a few cases printed in pamphlet form. The assignment consists mostly of required readings, recommended readings, suggestions for study, exercises or recitations, the latter for the most part in the form of numerous questions, the large percent being not memoriter but stimulating to the student's originality of thinking. This latter fact is significant and may be regarded as essential, for home study based merely or chiefly on memoriter learning is not only impracticable but in view of the kind

of students taking this work quite unnecessary. Where the subject matter is appropriate the exercises are practical and seek to train the student toward manual skill, as in engineering, commercial subjects and the industrial and fine arts. Supplementing the textbooks are copious expositions by the instructor. At times detailed outlines of a unit of subject matter are given. Extensive bibliographies are offered consisting almost exclusively of books, very few references to periodicals appearing in the assignments examined for this report.

The aids to study are, in the main, specific and sound. They are concerned exclusively with subject matter, however, and do not include the many factors that are considered in books dealing with the psychology of study. It would be a great gain if such factors were noted in the aids to study.

The student presents the results of his studying in reports some of which seem extremely long. This fact raises the question of the instructor's reading load and its relation to thoroughness. One instructor in Engineering supplied the information in a personal interview that he could dispose of twelve papers in a day when the assignments called for many drawings and much mathematics. In subjects of a technical nature greater care in reading is needed than in fields such as history and study of the reading and correction load would give helpful information.

There is no uniformity in the organization of the students' papers. Some are written in long hand, a few are typewritten. In some cases the use of pencil seems to be allowed. The papers are not of uniform size. It is customary for the first sheet to contain a printed heading with blanks for the student's name, number of course, assignment, etc., but the other pages are the student's own selection. As a rule, a wide left hand margin is required but this is frequently not observed. Most of the

students' work is neat but in too many cases one finds slovenly presentation.

The instructor's comments appear as a rule in the left hand margin, with lines drawn to a correlative point in the paragraph. Sometimes remarks are written on the back of a page. In a few cases they have been typewritten and in rare instances the instructor has taken time to write in a letter a rather lengthy comment. Most of the comments are expository, not infrequently commendatory. They indicate that the paper has been carefully read. Misspellings and grammatical errors are noted not only in English assignments but in other subjects as well. In a few cases this is not the case, however. A rather personal note runs through the comments in many instances.

On most of the papers the comments are written in red ink. The value of this is happily stated by the instructor in English at the University of Wisconsin whose letter is quoted at length on page 23: "Our system of correction will make your mistakes spring up at you from the page. Every mistake is marked in red ink and all my corrections in the margin are in red. I am much fonder of using blue ink than using red, for in blue I talk to you, sometimes of things within the lesson and sometimes of things which are only neighbors to it." Black ink is used frequently, and much less often a pencil, one instructor seeming to prefer green colored lead. Where both student and instructor use black ink the comments may escape the student's attention. If the comments and corrections have any value at all they should "spring up" at the student. It may not be improper to add that the instructor's contributions to the paper should be clearly and neatly written. In a few cases this standard was wholly disregarded.

It was noticeable that only in rare instances were the papers graded and then in practically every case with an

A or B or C or D. In other cases the instructor's "good" or "excellent" or "poor" sufficed. The fetish of marks is still with us, and even among teachers of many years' experience one finds that as students they worship an A and dread a D with the fervor of a high school freshman. Some of us are of the opinion that "satisfactory" or "unsatisfactory" with reasons stated should suffice, except in cases where standardized tests are used. Grading on the basis of a distribution curve is becoming popular and might well be employed by correspondence departments.

In the institutions whose papers were examined correspondence instruction in the majority of cases is carefully supervised and indicates that considerable thought has been given to the evolving of methods that will give the student effective supervision. If all of the supervision were as painstaking as the best one would be justified in acclaiming correspondence courses as superior to campus instruction. The average quality appears to be high.

PROBLEMS FOR FULLER STUDY

1. A more comprehensive study of students' papers in several institutions, comparing the work of correspondence, extension class and campus students.
2. Comparison of the same instructor's methods used in directing the correspondence student and the classroom student.
3. A more comprehensive study of methods used in directing the correspondence student.
4. The relative amount of time spent in directing the campus and the extension student.
5. The maximum efficiency of correction of paper read.
6. Is the extension class term coextensive with the campus term?
7. How is the number of assignments in correspondence courses determined?
8. What is an assignment, i.e., is it one lesson or several lessons, i.e., separate units of work?
9. What is the average amount of time required by a correspondence student in completing a course? What is the maximum amount of time allowed him?

10. To what extent does an instructor's experience as an extension teacher (either through correspondence or class) influence his method in conducting a campus course? Would it be possible to apply correspondence course methods on the campus?
11. To what extent are approved commercial correspondence school methods adopted and adapted in university correspondence courses?
12. To what extent can or does the extension class instructor employ the forum method?

TABLE NO. 54 SHOWING AVERAGE NUMBER OF ASSIGNMENTS, CLASS HOURS AND FEES IN 27 SUBJECTS

	Assign. Corres.			Hours Class			Fees Class			Fees Corres.		
	Max.	Min.	Aver.	Max.	Min.	Aver.	Max.	Min.	Aver.	Max.	Min.	Aver.
1. Agri....	48	2	13.06	55	6	32.11	48	6	25.59	16.00	Free	4.05
2. Anc. H..	63	8	28.35	150	15	32.27	32	6	18.54	25.00	3.00	12.60
3. Art.....	40	6	20.84	150	10	37.63	40	3	16.04	19.00	3.00	8.90
4. Astron..	48	10	20.73	34	15	22.80	24	2.50	11.15	19.00	6.00	10.60
5. Chem...	40	16	33.30	240	30	89.18	80	10	17.23	25.00	9.00	15.90
6. Com....	80	5	22.56	150	10	35.52	150	2	15.94	38.00	2.00	10.30
7. E. Com.	40	6	25.44	150	10	40.57	32	2	13.55	45.00	4.00	11.70
8. Educa...	40	5	23.56	150	9	28.52	50	6	13.16	20.00	1.00	9.90
9. Eng.....	156	5	22.98	216	7	34.73	45	1	11.77	27.00	1.00	9.90
10. Engl....	50	3	24.19	150	8	29.75	48	2	15.45	20.00	1.00	10.80
11. Forestry	40	14	23.5							20.00	10.00	15.62
12. Geog....	45	10	21.22	68	10	31.59	32	2.50	16.46	25.00	2.00	10.52
13. Geol....	45	10	28.8	60	10	37.31	30	2.50	17.10	20.00	2.00	12.24
14. Germ...	63	12	25.89	68	15	26.26	64	5	16.10	31.00	4.00	11.87
15. Hist.....	50	6	26.75	150	6	35.58	44	1	15.44	22.00	2.00	10.65
16. H. Arts.	48	6	16.02	180	11	44.09	75	5	18.92	19.00	.50	7.41
17. Law....				150	15	39.14	60	10	17.67			
18. Math....	72	3	29.12	216	9	41.49	60	3	16.55	36.00	1.00	11.15
19. Music...	40	8	18.70	150	10	32.77	75	5	26.37	22.00	2.00	8.23
20. N. S. C..	40	10	32.57	90	15	38.93	41	2.50	16.71	25.00	3.00	13.12
21. Phil.....	40	10	23.72	60	15	27.41	32	2.50	16.65	19.00	5.00	11.03
22. Phys....	48	12	22.16	142	16	46.48	60	6	20.00	20.00	3.00	10.32
23. Psych...	40	10	23.86	60	12	30.09	30	3	16.50	19.00	2.00	9.23
24. Relig...	40	10	37.20	68	27	36.66	30	10	18.66	19.00	9.00	18.67
25. Ro. Lan.	72	3	24.98	150	10	42.50	40	4	13.73	36.00	2.00	11.17
26. Soc.....	48	7	24.80	150	11	31.55	32	2	15.76	20.00	3.00	8.21
27. Voc.....	40	2	15.40	216	14	34.48	30	2	9.55	32.00	3.00	7.99

Average 24.25 Mean of Average 39.9 Average of Average 11.24

TABLE NO. 55 SHOWING SUMMARY OF AVERAGES

Correspondence		Class	
No. Assignment	24.25	No. Hours	39.9
Fees (average for course)...	$11.24	Fees (average for course)...	$16.55
Fees (average for college)..	12.88	Fees (average for college)..	$14.93

TABLE NO. 56 SHOWING THE NUMBER OF STUDENTS' PAPERS EXAMINED IN CORRESPONDENCE COURSES

Subjects	Universities				
	Chicago	Indiana	N. Car.	Wiscon.	Mass. Dept.
Commercial Subjects		1			
Advertising for Retailer				5	
Commercial Correspondence				7	
Commercial Law				3	
Cost Accounting				5	2
Industrial Accounting					1
Show Card Writing				6	
Economics			1		
Financial Organization of Society	3				
Education					
Commercial Education	7				
Educational Administration	1		1		
Educational Measurements	4				
High School Administration	5				
History of Education	6				
Method in Elementary Schools	1				
Primary Education	4		2		
Principles of Secondary Education		1		3	
Religious Education	1				
Rural Education	6				
Teaching of Lit. Second. School	1				
Teaching of Mathematics	5				
Visual Education	3				
Engineering					
Concrete Construction Superintend.				3	
Electricity				5	
Reinforced Concrete Construction				3	1
Strength of Materials				2	
English Grammar and Composition					
English Grammar				5	1
Freshman English Composition				9	4
Intermediate English Composition				19	
Practical English Review				6	
Word Study					1
English Literature		3	1		
Browning				9	
English I	3				
English III	2				
English IV	3				
English V	2				
English Literature	4				
Classical Drama in English				3	
Homer and Ancient Tragedy	1				
Journalism	1				
Modern Drama				6	
Modern Study of Literature	1				
Shakespeare	5				

TABLE NO. 56 SHOWING THE NUMBER OF STUDENTS' PAPERS EXAMINED IN CORRESPONDENCE COURSES. PART II

Subjects	Universities				
	Chicago	Indiana	N. Car.	Wiscon.	Mass. Dept.
History	6		1		
American History				6	
Modern European History				3	
19th Century History				3	
Political Science	3	1			
Industrial Society	3				
Languages					
German		2		3	
Greek				3	
Latin		1			
Spanish	6	4		3	
Library Methods				3	
Mathematics					2
Algebra	3	1			
Geometry	3				
Trigonometry	4				
Music		1			
Psychology					
Employment Psychology	3				
Genetic Psychology	2				
Introductory Psychology	3				
Logic	2				
Psychology of Drawing	3				
Psychology of Religion	4				
Psychology of Thinking	2				
Religion					
Literary Study of the Bible	2				
New Testament Greek	1				
Sciences					
Geology		1			
Natural Science	4				
Chemistry	5				
Sociology	4				
Total	134	16	10	124	12

Grand Total 296

ADVANTAGES OF UNIVERSITY EXTENSION COURSES AS STATED BY DIRECTORS IN CATALOGUE ANNOUNCEMENTS

University of Arizona. Although the direct or residence method of instruction is superior in some respects, the correspondence method presents a number of advantages which make it particularly suited to the needs of the serious

student who is actively interested in the mastery of his studies. Some of these advantages which may readily be seen are, that a correspondence course may be begun at any time and completed without interruption as rapidly or as slowly as desired, the course being studied at home or in the office in spare hours, thus introducing a new influence and a new interest into the life of the student. The student may concentrate upon one course at a time; he is unhampered by limitations of time in studying or recitation, or by the rate of a class through the course. Every part of each assignment is covered thoroughly, individual attention being given to each student, which insures the mastery of the course. The recitations take written form, giving training in logical thinking and arrangement of data and developing the student's ability of expression. Writing the recitations helps the student to remember the significant points of the course, and the written assignments give it permanent form, easily accessible for future reference. Moreover, correspondence study, seriously undertaken, develops in a marked degree the student's initiative, self-reliance, accuracy, and, above all, his perseverance.

University of Arkansas. One advantage is that the students are older and have been forced by experience to see the need for the preparation which they seek. . . . Every student studies and recites the whole lesson, as an individual, and not as a member of a class. He can accommodate his work to his spare time and so make use of moments which might otherwise have been wasted.

University of California. It has obvious advantages. Each student does all of the work of each assignment. He first works out his assignment independently and then he receives correction, criticism and help individually. He is placed in direct personal relation with his instructor so that he may proceed as rapidly as his time and his ability permit. Thus a correspondence course promotes thoroughness and self-reliance and enables a person to make the maximum progress of which he is capable.

Columbia University. The University does not contend that home study is as desirable for certain purposes as classroom work, but those who must work at home nevertheless have certain distinct advantages. The student who is bewildered by the mechanical precision of classroom work often does better when he can work out his problems alone. In most cases the home student, though he never sees his instructor, gets more personal attention than the campus student. This is true because individual attention can be given by the instructor without his feeling that he is encroaching upon the time of other students. A classroom lecture is addressed to a large group; a letter of criticism is addressed to the home student as an individual and to nobody else. By its very nature home study must be thorough. The student prepares and submits for inspection every lesson of the course; he "recites" every lesson. Furthermore, home study need not be cold and abstract. The members of the Home Study faculty get to know their students almost as well as if they sat before them, and the students regard their teachers as human beings rather than as personified blue-pencils.

Indiana University. The student has a chance for independence of thought and expression. He prepares the whole lesson and condenses it into written form. He has ample time in which to complete the course, and his investigations may be as thorough as conditions will allow. He is brought into intimate and individual contact with his instructor, who is thus enabled to recognize the student's limitations and possibilities and to offer advice and suggestion of real personal benefit. The constant requirement of writing one's thoughts in condensed form is in itself an invaluable drill. Correspondence study as offered by Indiana University is inexpensive, individual and thorough.

University of Minnesota. Correspondence study accommodates itself to a person's time, enabling him to make valuable use of short periods which would otherwise be wasted; it permits him to carry on work in a single field of study in

which he has a special interest, to prepare for special occupations, to broaden his intellectual outlook, to meet demands of mature life, or to make up defects in his education —defects one often does not realize until it is too late to attend school.

University of Missouri. Special advantages to teachers.

1. Approved credit on state certificates.
2. Teachers working toward the AB or B.S. degrees can secure two full years of University credit through correspondence courses, if they so desire, subject only to the regulation that 24 hours of the last year's work must be done in residence at the University.
3. Teachers desiring to qualify to teach some special high school subject can do so by correspondence.
4. Teachers in the grades in town and city schools can meet the state requirements by correspondence. These requirements are rapidly being raised, especially in the grades in towns and cities having first-class high schools or teacher training high schools.
5. Teachers in the grades in village schools and teachers in the rural schools, through high school courses given by correspondence, can prepare themselves to meet the state requirement that in 1927 all teachers must possess the equivalent of four years of high school work. Teachers wishing to remain in the profession should not delay completing their high school work.

Penn State College. There is no longer any doubt as to the value of correspondence instruction when it is done by a responsible institution like the Pennsylvania State College. All instruction is highly personal and individual with the result that it is as thorough and exact as it is possible to make it. Every student prepares and sends to the College every assignment and has it corrected and criticised by people who are well trained in the subject. Progress is rapid and the student soon finds that this is an effective and agreeable way to work for advancement.

The courses of study listed in this Bulletin are of the short, intense, practical kind and are intended to give im-

mediate help to the student. They are arranged so that they can be completed within a few month's time, thereby permitting the student to finish while the entire course is fresh in his mind. All instruction and problems apply directly to the individual's every-day work and form the foundation upon which to build a business career.

University of Tennessee. Study by correspondence is not an experiment, for more than a hundred thousand students are enrolled in the extension departments of the state universities, and a greater number are studying with excellent commercial correspondence schools. Most universities are giving credit for courses of college grade done by correspondence; but beyond this, thousands of men and women are having opportunities to advance their efficiency and to enlarge their capacity for enjoying the better things in life. Correspondence courses are offered as an opportunity to the man or woman who must study at home, if at all. The method has inherent advantages. Each student recites all of every lesson, writing his answers with great care. The instructor gives more time and thought to reading the lesson paper than he could give the individual student in the crowded classroom; and he writes a real message to the student when the paper is returned. The correspondence student must do much independent thinking and is trained to give exact written expression to his conclusions.

University of Texas. Correspondence study offers substantial advantages. In correspondence instruction the teaching is entirely individual; each student comes into individual relation with the instructor in a way impossible in the crowded classroom. He recites the whole of every lesson with a consequent advantage to himself that is obvious. Full opportunity is given to discuss all difficulties in writing, and this written discussion in itself affords valuable training. Further, a correspondence student is not hampered by the usual time regulations; he may take up study at his convenience without awaiting the fixed date of a college term.

University of Utah. Opportunity to pursue chosen subjects intensively, under stimulating guidance. Sifted instruction; the results of years of successful teaching. Personal attention upon every lesson. No other kind of teaching is more completely individual. Training in accuracy. Correspondence assignments are definite; their exact demands satisfy. Maximum development of your own powers. Your own ability and time available determines your rate of progress.

CHAPTER TEN

PROBLEMS AND DIFFICULTIES IN UNIVERSITY EXTENSION

University extension has reached the important stage in its development where it is conscious of its problems and aware of its difficulties. With the enormous growth of its area of service and the rapid multiplication of its matriculants and enrollments in the bureaus of systematic instruction, have arisen problems that demand early solution. It is true as stated by one extension director that growth has been largely along lines of expediency. Instruction, as this report has already noted, is available within certain limits that at present neither the extension department nor the university as a whole can easily remove. Among state universities in particular the aggregation of activities assumed by or forced upon the extension divisions is a means of advertising the university to the legislatures upon whose beneficence the university depends for support. A state-owned institution is not free to move when and how it pleases. In these days of avid hunger for the benefits of higher education a state university or department of education rightly feels that it should establish educational cafeteria along the way where those who run may also eat. If the university does not help to feed the multitudes there are concerns aplenty that will, and mulct the hungry while they do so. The state universities (practically all extension divisions in fact) can honestly say that they do not carry large, if any, balances. The university is interested in helping to produce a citizenry that thinks soundly and

on high levels. The cost must be considered but it does not detract from the major concern of giving to the adult the best quality of disinterested service of which the extension division is capable.

All of this means problems and involves difficulties. In interviews with several directors of university extension these problems and difficulties were clearly stated. They fall easily into three groups which may be called problems of registration, instruction and promotion. Each will be considered in this chapter.

Problems of Registration

Under this general head are included the needs of uniform statistical blanks for the various bureaus, methods of keeping office records and files, the determination of standard fees, standard correspondence course assignments and much more uniform and definite policies pertaining to credits.

Much of the incompleteness of the present inquiry is due to the lack within any one extension division of complete data concerning such important social statistics as age-groups, occupational status, race, size of family, sex pertaining to students, conveniently summarized in both the correspondence and extension class bureaus for each term or year. There is likewise considerable confusion regarding enrollments, these not being clearly distinguished from matriculations. It would be not only interesting but historically and sociologically valuable to know the type of student enrolled for each course and to have ready information regarding the number and kinds of courses each matriculant selects. Such information would give a definite answer to the question how the university serves the state. Clear records of cost accounting should be available in the director's office as well as in that of the university secretary or bursar. In

other words, a clear picture of the scope and progress and trends in university extension instruction is possible only by comprehensive and well classified statistics. A year spent in compiling these so as to bring the information up to date would in itself be a valuable contribution to a clearer definition of American adult education.

A simple and effective system of recording and filing is one means to the foregoing end. In one university, for example, no yearly records of registrations are filed. All names are filed in a continuous alphabet scheme. There is need of a filing system according to matriculations, subject enrollments, occupations, localities, credit enrollments, non-credit enrollments and so forth.

Equally important is a uniform system of catalogue announcements. So important is the construction of catalogues that a course should be offered in a department of university administration where the principles and methods of constructing university catalogues might be studied. Inasmuch as the present report is not intended to be a constructive study, but only a statement of certain facts and conditions rather hurriedly collected there is no space for suggesting in detail how such catalogues should be composed. The National Association of University Extension might well devote considerable time to this need.

Most important and pressing, however, is the problem of establishing closer uniformity in the matter of extension credits. The following are questions asked by several university extension directors: Should the university continue to offer non-credit courses? If so, should credit and non-credit students be enrolled in the same course? How many correspondence and extension class courses should be allowed toward undergraduate and graduate degrees? Can there be closer uniformity in the policy of accepting extension credits within each university and among all the universities. Should the same

course when offered in extension and on the campus have equal value? If not, why?

One extension director writes: "The outstanding problems in the development of university extension are related mainly to the standardization of credits, especially in the East, for instruction given in classes. In all parts of the country there is a questioning in college faculties of the effectiveness of correspondence instruction and a great deal of missionary work remains to be done. Other problems come up in connection with the adaptation of lecture work by radio for the supplementing of correspondence instruction and home reading courses."

The foregoing are some of the problems that should be studied by those who are intimately associated with the administration of university extension. The first two, statistics and catalogues, can be solved by the directors themselves, but the third, administration of credits, needs to be considered by the university as a whole and by associations of colleges and universities. The attitude of Columbia University in refusing to grant credit for home study courses taken through Columbia or any other institution can be understood in the light of the general disagreement concerning credits throughout the country, but it denies to well-deserving students legitimate returns on their investments of well spent time and effort. University extension directors may be able to show that adult education need not be subject to credit requirements as rigid as campus courses in view of the adult's usually more serious purpose and frequently readier application of what he has learned to more effective living.

Problems of Instruction

Three difficulties are troubling extension directors: how to secure adequate instructors; how to supervise instruction; how to provide materials of instruction.

One director asks: Should correspondence and extension teachers be selected by the respective departments or by the director of extension after consultation with the head of the department concerned. The advantages and disadvantages of separate extension faculties have already been discussed. If the divisions continue to grow this will become a question even more insistent than at present. The problem of securing teachers adapted to university extension is all-important. The following comment by a member of the extension staff at Indiana University voices a need that several directors have noted as one of the most pressing in the proper development of this form of adult education:

"A few young men, picked as much for their personality as for scholastic achievement and mental capacity—say two from each state—could be given extensive training over a period of two or three years, which would enable them to popularize such work as that in economics, politics, sociology and literature. Such a scheme should include the widest sort of contacts with the civilizations of the world together with a special study of the psychology of the adult student. The policy of some of the big commercial organizations, such as the National City Bank, which sends representatives all over the world, might be suggestive as to methods; or the Rhodes scholarship plan might well be followed in the establishment of university extension scholarships. The extension movement needs *outstanding teachers* with a high cultural background and with a *knowledge of the world.*"

In the first chapter of this report it was noted that early in its history educators were impressed with the importance of selecting men and women whose fitness for extension teaching was beyond question. It is today one of the most urgent needs in the whole realm of adult education. The educational world has quite generally recognized the basic importance of well trained teachers in

the elementary and secondary schools. Here and there are whisperings that similar needs will soon be recognized in college and university teaching. Adult education, whether through university extension or other agencies, no less depends upon trained staffs of instruction skilled in the science and art of this field of teaching. If teaching pre-adolescents involves principles and technic that cannot be applied in teaching adolescents, it may be assumed that in teaching adults there are principles and technic peculiar to them. The social and economic background is different and the purpose controlling education likewise is largely, if not entirely, dissimilar. As to the learning process among adults little is known but it is hoped that an inquiry now in progress will make some of its principles and laws evident.

How to supervise extension instruction involves such problems as the method of handling assignments and students' papers; ways and means of measuring the value of short courses, institutes, lectures and other semi-systematic means of instruction; the development of a scheme of guidance whereby the extension student may be adequately supervised while he studies; the wisdom of limiting extension courses to a comparatively few of advanced content with specific vocational appeal and sufficiently stimulating in point of view to interest non-teacher and non-student groups. One director suggests that such courses as offered in the social sciences and the various branches of English would meet the need here defined.

The problem of supervision means much more than the foregoing but the questions noted emerged in interviews with the directors of extension. As here given these sub-problems point the way to extensive inquiries, for the student of education recognizes that each of them is surrounded by many radiating interests. For example, should students' assignments and papers be handled by

the instructor in direct contact with the correspondence student or should all assignments be sent to the director's office and by it be returned to the student? Both practices are defended. The implications are obvious. If the instructor takes complete charge of assignments and papers (correspondence courses are here in mind and not extension class instruction) the director has no means of checking either the student's or the instructor's punctuality and thoroughness. If, on the other hand, all of the student's work must pass through the director's office this entails in some universities an enormous amount of re-reading which might easily become perfunctory and really of no value as either inspection or supervision. It would seem clear, however, that the director should have knowledge of how both student and instructor are cooperating with each other and with the division. There can be records showing this cooperation without the need of the director's office staff re-reading papers.

Again, the policy of measuring the educational value of the many activities such as institutes, short courses, debating leagues, women's club service, packet library service, etc., is not the mere form of a scientific attitude toward education. The extension division is an arm of the university whose major concern is distributing knowledge. Multiplying bureaus and increasing extension staffs and expanding the physical plant and enlarging budgets doubtless mean that the division is alive and that its services are in demand. But the supreme question of an educational institution and of all of its departments or divisions must ever be how to enrich the content of education or how to distribute this content so that students, young and old, on the campus or elsewhere may grow intellectually and emotionally. The university is far more than an information bureau. To spend thousands of dollars on distributing packages of

pamphlets; to send forth silver or leaden tongued lecturers to discourse learnedly on the fourth dimension and on this ism or that ist; to give dilettantism an academic hood by arranging club programs on Modern Pessimism and on Futuristic Music in Patagonia; to organize tabloid courses where knowledge is reduced to a sort of beef-extract constituency—all of this without doubt serves a commendable purpose and stimulates the participant to view life from a different angle. But is it educational? How does the director know? The problem of how to determine the educational values of extension activities is partly one of economy. With limited budgets the extension director must face either retrenchment or specialization. He will rightly discard those activities that are least educational and in order to do so will need some means of determining the degrees of educational value among the activities of his division.

It is the adequate supply of materials, however, that gives overwhelming concern to all the directors interviewed. Extension instruction is all-dependent upon convenient and comprehensive library service. Extension classes in cities and in centers with or without libraries cannot be maintained without sufficient numbers of duplicate copies of reference and textbooks and of material for supplementary reading. The university and public libraries are eager to serve. They are doing so with as much efficiency as their resources allow. In one university the attitude of the librarian favors the extension student when only one copy of a book is available. The University of Michigan wisely limits its extension courses to those that provide sufficient library material. Other universities perforce do the same. But adequate materials involve heavy expenditures and neither the public nor the university libraries have sufficient funds for extensive duplication of copies of books. City libraries limit their circulation to those who live within

the city's corporate limits. Many small communities have no access to any library.

Individuals in isolated corners of the state depend upon the few books that they are able to buy but many university texts are expensive, especially in history and the sciences. Traveling libraries carry their treasures near and far but they reach only a few extension students. The simple but fundamental fact is that there are not books enough for the thousands who need them and there do not seem to be available sufficient funds to meet the ever-increasing demand. University extension instruction cannot travel unaccompanied by the library.

Not only is there a depressing lack of books but there is likewise a dearth of books appropriate for extension instruction. Among the universities, for example, one finds only rare instances of such material as commercial correspondence schools have organized. The University of Wisconsin for some time has published engineering texts written with the extension student in mind. The American Library Association is engaged in producing texts that are peculiarly adapted to non-class students. It is becoming obvious that a textbook is a highly specialized form of writing and that its organization of material and style of composition need to have a particular type of student in view. The universities, with a few exceptions, have not produced such books. The technic of such textbook writing has not been studied by these institutions as it evidently has been by commercial correspondence schools. In passing it may not be irrelevant to observe that only an occasional school text seems to have been written for students. Most of them are simply the author's organization of a field of knowledge as he interprets it. The text is an exposition of subject matter and usually not a guide to the student showing him how to study.

It is true that many syllabi used in extension courses

aim to direct the student, but again one finds that they all too frequently are little more than elaborate outlines of an expository type and wanting in guidance that teaches the student how to understand, think and appreciate.

The foregoing by no means exhausts the problems of the supervision of instruction, but they may be sufficient evidence that here is a fruitful field for prolonged investigation.

Problems of Promotion

In one word these problems are concerned with publicity. Directors of extension willingly admit that they do not know how to interest the public in the university's brand of instruction. Teachers and students, we have seen, form the largest group of extension students and for quite obvious reasons. But how to reach the rank and file of men and women is a quite different matter and the extension directors fully realize that here is the weakest link in the chain that draws the university to the state. In the following extracts from a letter the director of extension at the University of North Carolina states the problem very clearly:

". . . We are now carrying on a very definite program of extension class teaching for two groups in this state, namely, school teachers and physicians. We have made a very careful study as to the needs of these groups and we believe that we have worked out a successful program to meet the needs. Now the problem which I would like to see studied is this: What are the needs of other groups, such as merchants, bankers, engineers, dentists, lawyers, et al, and what kind of educational program will meet their needs? Let us take for granted that we now operate successful extension classes for all of the main groups or professions in this state. After all of these main groups have been taken care of there will remain a large number of adults who are not definitely affiliated with any of these groups and who, therefore, have not taken part in any educational progress. It seems to me that these are the

people that we must reach with correspondence instruction. What are their needs and what courses should be developed?

No careful study has ever been made, so far as I know, from the point of view of discovering at first hand the real needs and then formulating programs based on the facts as found."

It has been repeated throughout this report that university extension in common with other branches of adult education is a response to public demand for self-improvement. The university with some justification interprets this to mean that the public expects the university to determine what is best for the adult to learn. This works well enough for certain professional groups already adjusted to the university point of view. But there are hundreds of thousands who also have the desire to add to their learning. What do they need? How can they be reached? Practically all of the problems so far considered merge in this compelling one of promoting university extension. Non-credit courses, type of instructor, kind of course or curriculum, method of teaching, availability of books—all meet in this need. If we define this need in terms of the rural population the problem is even more complex. Aside from farmers' institutes and lectures and similar activities the rural dweller is not being reached by the university; and there still is generally held the opinion that farmers should be taught better farming and farmers' wives better housekeeping, and nothing more. Similar points of view affect the attitude toward those of the great non-professional middle class wherever they live. On the one hand is the need of extending to all citizens the invitation to wider outlets and fuller expression; on the other is the urgency of adapting university offerings to these citizens, regardless of social or vocational conditions, so that the personality may grow through cultivation of mind and spirit.

Summary

That university extension bristles with problems has perhaps been made clear in the foregoing discussion. They are problems not of failure but of success. Extension patrons have grown faster than the university's capacity to meet their demands. There has been little time and insufficient help to keep the shelves in order, and to study ways and means of legitimate expansion. If the extension divisions have become a sort of general store it should be remembered that the university has been an important factor in promoting civilization and that it still occupies a key position in community life. But in view of the rapid increase of agencies of adult education, some of them of questionable worth, and the unceasing demand on the part of the public for continuous education available for everyone, the university extension divisions are in the midst of stern competition. Shall they seek to enlarge their contacts with adults or restrict them? Does the university belong to the masses or to the classes? Few if any will acknowledge that the latter is true. Is the present type of university education the best? Dartmouth and Barnard answer in the negative and revise their policies in an almost revolutionary manner. It is conceivable that through the windows of the extension divisions will come further light upon the meaning of university education and the relation of the university to society as a whole. The problems of the extension division point the way to a larger and more effective university.

CHAPTER ELEVEN

THE PRESENT AND THE FUTURE

THE preceding chapters represent a reconnoitering expedition through the territory of university extension. Several snap shots were taken, but many other points of interest were simply noted in the hope that other observers might find opportunity to give them closer study. For the present the recording of a few impressions and conclusions must suffice.

University extension came into being as a means of giving teachers and workingmen contacts with a deeper intellectual life. These groups voiced their desire for such enlargement and deepening of their lives. The university did not initiate the movement. It was not an attempt on the part of institutions of higher learning to make knowledge less cloistral, less aristocratic. Somewhat reluctantly the university left the calm of its world of scholarship to mingle with the hot and dusty turmoil without. The university is still reluctant, although its earlier diffidence has been greatly modified. Extension is tolerated—in some places accepted into good fellowship, in rare instances received into the inner circle of the university family. With the public, however, it is popular, especially among teachers and students, who have had a taste of intellectual food and hunger for more. But in addition to these groups, men and women, young and old, in almost every walk of life, seek through the projected university answers to questions that the mind, ever restless, ever bent on exploring, is impelled for one reason or another to ask. Reluctant in some quarters the uni-

versity undoubtedly is, but where it has come in contact with those who seek and know for what they seek, it has evolved a new outlook and conceives of its purpose as not only to produce knowledge through research but to distribute this knowledge as widely as possible among all classes of adults. The invisible university now enrolls men and women who may study where they live and work. Wherever transportation and mail can penetrate the university, too, can penetrate, bringing opportunity for the fuller life.

A Fuller Definition of University Extension

In the first and second chapters of this report a tentative definition of adult education through university extension was suggested, and in subsequent chapters tested in the light of many data aiming to show what this branch of adult education involves today. That many of these data are incomplete and not as accurate as a more thoroughgoing inquiry would make possible has been recognized. The present inquiry is merely preliminary and its report can do nothing more than call attention to the presence of problems that deserve prolonged and careful study. The earlier tentative definition, therefore, cannot be replaced by a concept that comprehends all the elements necessary to a definition, accurate and complete. The following tentative view needs the greater detail of a definitive study.

1. University extension is a group term that includes a multitude of activities, all of them forms of service for the welfare of individuals and communities. Compare in this respect the University of Paris in the thirteenth century, Oxford and Cambridge in the seventeenth, Harvard and Yale in the eighteenth, and California and Wisconsin of today! From esoteric philosophy, theology and classicism to a bewildering number of civic er-

rands the university has moved toward democracy of intellect in an age that seeks knowledge only to apply it in more effective living. Strip extension divisions of these civic activities and in most institutions the divisions would cease to be.

To many directors extension means packet library service, distribution of visual education material, the sponsoring of high school debating leagues and athletic contests, the publication of a variety of bulletins on topics of civic interest. The hum of machinery is heard in these bureaus while comparative quiet prevails in others.

2. To other directors university extension is not only a medium of civic improvement and a means of supplying high schools and women's clubs with pamphlets of cyclopedic content (most of the packet library service benefits only these two groups) but an agency for stimulating young and mature adults toward continuous growth in understanding, thinking and appreciation, by means of prolonged study, carefully directed. Service is distinguished from education by these directors and the emphasis placed on instruction. Thousands of courses in practically all fields of knowledge are offered to the public. At present English, education, romance languages, history and mathematics are the major fields, but engineering and commercial subjects are well toward the front. In these courses most of the extension students are enrolled. If in a flash one could see how the American people spend a part of their leisure time, 150,000 of them would be found bending over a university correspondence course assignment or seated in classes taught by a university representative who had traveled many miles to give them a new intellectual outlook. While true that most of these thousands are teachers and students, scattered among them are workers in many other callings—in offices and shops and stores, in kitchens, club rooms and fields.

3. The public is taught by a goodly number of the university's best known and best trained scholars. University extension is not the extra burden of apprentices. Men and women of professorial rank and with high scholastic degrees are devoting time and strength to the public's intellectual needs. This is true in almost every subject. Where such rank and training are insignificant, as in the vocational branches, experts from shop and office are invited to give the students the best from practical experience.

4. For such education the university charges in many cases a minimum fee, and in a few instances one probably beyond the resources of the average teacher or student. But in non-technical subjects the fees are low and therefore within the reach of almost anyone. The instructors receive comparatively small amounts for their services. It is evident that the university is not conducting extension courses for profit. Several of its activities cost the individual and community nothing. Not a few courses are conducted at a financial loss. Seeking to avoid deficits on the one hand the university does not expect large balances on the other. State appropriations have become increasingly generous within the last few years in some states, but private institutions are compelled to depend upon larger fees and the resources of the university itself. As a business enterprise university extension can hardly be called a success as the term is known in the business world. This is not its aim. The large goal is to link university and public in reciprocal interest. Each must understand and serve the other.

5. To teach an individual many miles removed from the instructor requires a procedure that will be both effective and economical. Clear exposition, specific and readily understood directions of study and detailed guidance where the student has taken a false step are imperative. The correspondence courses attest to the fact

that such instruction is generally given with a high degree of proficiency. The quality of the student's work as a rule justifies the university's effort. In extension classes lectures, discussions, texts are the same as or similar to those provided on the campus. In both branches of extension study distance has not seriously, if at all, affected the quality of higher education.

6. Adult education through university extension offers the ambitious individual opportunity for continuous, vocational and avocational study. It seeks to conserve the mental capacity of those who for various reasons have been prevented from sharing in closer contacts with higher education on a university campus. Therefore, it in no way is either a corrective or a criticism of campus study but is supplementary thereto. Back of the university's extension courses is the faith that by these means the individual will be stimulated to respect facts, think independently and experience deeper emotions. An intellectually self-reliant citizen not easily swayed by every wind of doctrine, an ever-growing personality, a safer and sounder workman who understands the meaning of his task and performs it with a master's skill, a more contented and happier human because he has delved a little into the secrets of the universe and there found answers to his questions and new mysteries that challenge his questing spirit, homes more beautiful and fellowship more edifying because man has learned a little better how to live with and for others—this is the goal of adult education through the university extension divisions. In the language of the British Report on Adult Education, university extension is "a permanent national necessity, an inseparable aspect of citizenship and therefore should be both universal and life-long."

An Unfinished Portrait

7. At present the unfinished portrait of an extension student in the largest university and state departmental extension bureaus shows that she is a teacher approximately thirty years of age, interested especially in studying English, romance languages, education, mathematics and history, either through correspondence or extension classes, and least likely to leave unfinished her work in education and history. For such correspondence courses she pays $10.73 and for such extension class courses $14.87. Her instructor receives about $250 for his services. Her correspondence course will continue as a rule through 25.72 assignments and in extension class meetings she will spend 35.57 hours. The university may lose financially in giving her this opportunity, or it may make a small profit which will help to pay for some other course. In correspondence the instructor sends carefully prepared syllabi and directions for study and her papers containing her answers to his questions are painstakingly read and valuable suggestions are offered. In extension classes she will listen to lectures, participate in discussions, read texts and other material. For practically all of this work she will receive credit toward a university degree. What per cent of the course is chiefly informational, instructional and educational or social cannot be stated. Systematic it must be, but beyond the confines of logic and order are large areas of life that the instructor and students may view and try to understand. In such a setting, the portrait would show the student one of a group around the instructor who very likely is a university professor, either a doctor of philosophy or a master of arts, probably an author and equally probably a scholar.

In the finished portrait one should include, according to Mr. James A. Meyer, Secretary-Treasurer of the Na-

tional Association of Extension Directors, the activities of extension divisions in Seattle, San Francisco, Denver, Milwaukee, St. Louis, Indianapolis, Columbus, Cleveland, Buffalo, New York City, Philadelphia, Washington, Wilkes-Barre, Scranton and various cities in Massachusetts. Data from these centers are not available for the present preliminary study. It probably will be found that extension students from these centers are mostly from the vocational, commercial, industrial and engineering groups.

Pressing Problems

In view of the many problems that the inquiry has revealed it is difficult to select among them those that can be readily solved. All of them are complex and involve the expenditure of much time and energy. Three, however, are more pressing than the others for attempts at early solution:

1. *Proficient extension teachers.* This is a long standing need to meet which no definite programs of selection or training have been devised. As already noted, these teachers are all too frequently expounders of subject matter, unskilled in adapting their exposition to a mixed and mature audience. It is common knowledge that an attractive extension teacher, whose personality and educational method are virile, is acceptable to the public regardless of the subject matter he presents. Separate extension faculties and larger remuneration will not solve the problem. A specially prepared individual is needed, one who combines skill of public speaking, interest in persons and mellow scholarship. Schools of education may well regard this as a problem peculiarly their own. The professional education of teachers is now recognized as all-important in public education. It should be equally so in higher education. Beginnings can be made experimentally and probably not at a prohibitive cost.

While teachers and students will be fairly patient with a carefully insulated academician, the public at large demands a different type, whose specific traits must be studied and then sought in programs for the professional education of extension teachers. Much can be learned from outstanding directors of public forums. Extension classes composed of mature students should depend upon cooperative responsibility; their discussions should be vital and electric. Only under the leadership of a master teacher can this be possible.

2. *Efficient promotion of extension courses.* The masses are not being reached by the universities. Some of the reasons have been suggested throughout this report. A meager supply of teachers obviously is one and necessary funds another. But the popularization of courses, their adaptation to the group, is no less vital. As now organized the courses appeal to teachers and students, but not to the man and woman without educational background. If the university replies that it cannot rightly be expected to stoop to educate, that the pursuit of its courses depends upon background, that the public school is responsible for elementary education, whether for children or adults, the rejoinder is that a man who has toiled in shop or office or store over a period of years and now seeks satisfaction in knowing what the university calls economics or political science or psychology is not an infant but an aggregate of many and perhaps varied experiences that can be capitalized by a shrewd course maker. A course for such an individual must differ from that offered teachers and students. How to organize it is the problem that needs to be studied.

How to announce or advertise it is another. The present type of university extension catalogue is a forbidding academic mystery. Attention should be directed to a study of the psychology of advertising. Experimental studies in catalogue and course preparation with

a view to their appeal to non-academic groups need to be earnestly considered. The extension director must be an expert advertising manager and copy writer. Again, one ventures to suggest that courses in publicity should be included in programs for the education of extension teachers.

3. *Sufficient study material.* Equally acute is the need of so expanding university and public libraries that extension students wherever they are may enjoy privileges commensurate with those of the campus student. Admittedly this is a large order and one difficult to fill, for the expense seems prohibitive. Especially prepared source books with accompanying syllabi seem to be the least expensive solution. Courses dealing only with essentials for which reprints of selected source material can be supplied is another. It will be admitted that many courses are too voluminous and contain avoidable extraneous material. Extension texts peculiarly suited to correspondence students have been attempted with success in vocational subjects. A series of such texts covering the entire range of extension courses may not be impossible. The problem is not simple but upon its solution depends the growth of university extension, especially among the masses.

These three problems, proficient teachers, efficient promotion and sufficient study material, deserve the immediate attention of a group of investigators who in cooperation with all university extension divisions and others intimately associated therewith will be able to make a thoroughgoing inquiry toward the end that constructive proposals may be offered. Such an inquiry of necessity will include experimentation and wide observation, requiring time and generous subsidy. It will be a service for the public good in which the university itself undoubtedly will achieve greater power and attain more universal leadership.

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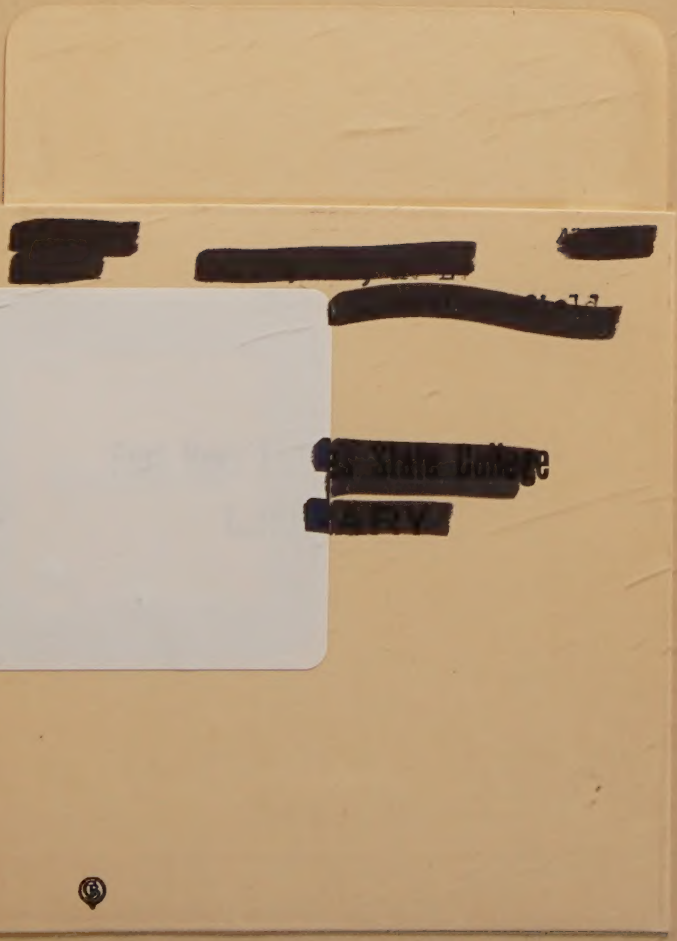
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